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REPORT TO
STATE EVALUATION COMMITTEE
ON TEACHER EDUCATION
on
APPALACHIAN STATE TEACHERS COLLEGE
by
THE VISITATION COMMITTEE
April 5-8, 1964

Division Of Professional Services
State Department Of Public Instruction
Raleigh, North Carolina

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TABLE OF CONTENTS

	Page
Introduction.	1
Committee Members	2
Undergraduate Standards	4
Standard I--Over-All Policies.	4
Standard II--Student Personnel Programs and Services	9
Standard III--Faculty.	15
Standard IV--Curricula	21
Standard V--Professional Laboratory Experiences.	62
Standard VI--Facilities, Equipment, and Materials.	67
Graduate Standards.	82
Standard I--Over-All Policies.	82
Standard II--Student Personnel Programs and Services	84
Standard III--Faculty.	87
Standard IV--Curricula	90
Standard V--Professional Laboratory Experiences.	106
Standard VI--Facilities, Equipment, and Materials.	108

INTRODUCTION

Appalachian State Teachers College, a State-supported and single purpose teacher education institution, is located at Boone in the mountains of northwestern North Carolina. It was founded as Watauga Academy in 1899. In 1903 the Academy was chartered as Appalachian Training School for Teachers and the name was changed to Appalachian State Normal School in 1925. The charter was revised and the present name of the College was established in 1929. One of the founders of Watauga Academy continued as leader of the institution until his retirement in 1955. At that time the incumbent and second president of the College assumed his duties. Consequently, the administrative leadership at Appalachian State Teachers College has been highly stable.

The student enrollment in 1963-64 was 3,424, largely from the piedmont and western areas of North Carolina. Very few out-of-State students attend the College during the regular nine-month session. However, the summer graduate program attracts a large number of students from outside the State. The total full- and part-time faculty in 1963-64 numbered 154, the regular professional education faculty consisting of 27 members.

Some consideration is presently being given to changing the purpose of the institution from single purpose to multipurpose. A faculty committee has the matter under study. It seems to be the consensus, however, that, even with a change in purpose, teacher education will continue to be recognized as the major purpose of the institution.

Two levels of preparation are offered by the College. At the baccalaureate level, there are curricula for the preparation of elementary, secondary, and special subject teachers. The areas of secondary and special subject specialization are art, business education, English, foreign language (French, Spanish), home economics, industrial arts, library science, mathematics, music, physical education

and health, science (biology, chemistry, physics), social studies, speech, and special education. At the master's degree level, there are curricula for elementary, secondary, special subject, and junior college teachers, and school service personnel. The fields of graduate specialization for secondary, special subject, and junior college teachers are business education, English, foreign languages (French, Spanish), industrial arts, library science, mathematics, music, physical education and health, science (biology, chemistry), social studies, and special education. The areas in the special service personnel category are school administrator (principal and superintendent), supervisor, school counselor, audiovisual specialist, and supervisor of student teaching.

The College was visited on April 5-8, 1964, by the following committee, which herewith submits its report.

Dr. Robert Holt, Chairman
Academic Dean and Vice President
East Carolina College

Dr. J. P. Freeman, Consultant
Director of Division of Professional Services
State Department of Public Instruction

Dr. W. A. Stumpf
Education Department
Duke University

Mrs. Tora Ladu
Supervisor of Foreign Languages
State Department of Public Instruction

Dr. Charles Morehead
Guidance and Counseling
North Carolina State of the University
of North Carolina at Raleigh

Dr. Eugene Burnette
Consultant, Special Education
State Department of Public Instruction

Dr. Melvin Stahl, Supervisor
Salisbury City Schools

Mr. Charles Bates
Supervisor of Trade and Industrial Education
State Department of Public Instruction

Dr. John E. Davis, Jr.
Biology Department
Wake Forest College

Mr. Johnny Shaver
Audiovisual Education
State Department of Public Instruction

Miss Cora P. Bomar
Supervisor of Library Services
State Department of Public Instruction

Dr. Vance T. Littlejohn
Business Education Department
University of North Carolina at Greensboro

Dr. Catherine Dennis
Supervisor of Home Economics
State Department of Public Instruction

Dr. C. D. Killian
Education Department
Western Carolina College

Dr. Arnold Hoffmann
Supervisor of Music
State Department of Public Instruction

Dr. James Valsame
Supervisor of In-Service Education
State Department of Public Instruction

Mr. Charles Spencer
Supervisor of School Health and
Physical Education
State Department of Public Instruction

Dr. Jerry A. Hall
Supervisor of Teacher Education
State Department of Public Instruction

Dr. Jack Suberman
English Department and
Director of Summer School
North Carolina State of the University
of North Carolina at Raleigh

Miss Ella S. Barrett
Supervisor of Guidance Services
State Department of Public Instruction

Dr. T. Conn Bryan
Social Science Department
Western Carolina College

UNDERGRADUATE STANDARDS

STANDARD I--OVER-ALL POLICIES

A. Purposes and Objectives

Appalachian State Teachers College is a single purpose institution dedicated to the preparation of teachers, supervisors, administrators, and other school personnel for the public schools, including the preparation of such persons through the master's degree. The following statement of purpose and philosophy appears in the current catalog:

The College has as its purpose to develop in the student those qualities of mind and character that make for excellence of human endeavor and specifically to prepare teachers, principals, supervisors, superintendents, and other school personnel.

The administration and faculty are engaged in a continuous curriculum study to develop and maintain a program of teacher education that will qualify each prospective teacher for the most effective service in the schools of North Carolina. The curriculum is designed to give each student a broad background in general education; a depth of understanding in one or more fields of special interest; a thorough understanding of professional education to include specialized methods, techniques, and principles useful in the teaching profession; and a pattern of wholesome cooperative democratic living. Through study and experience in these areas students can develop a sound philosophy of life and of education.

The statement of purpose was prepared in 1957 by a faculty committee appointed by the President. Currently, a similar committee is re-examining the purpose of the College in anticipation of possibly becoming a multipurpose institution. Details of the proposed new functions have not been completed.

The scope and limitations of the teacher education offerings are clearly stated. At the undergraduate level the College prepares elementary, secondary, and special subject teachers. At the secondary level, teachers are prepared in business education, English, foreign language (French, Spanish), home economics, industrial arts, mathematics, science (biology, chemistry, physics), social studies, and speech.

Special subject areas include art, health and physical education, library science, music, and special education (mental retardation).

Within the framework of the State-wide structure of public higher education, Appalachian State Teachers College is more concerned with instructing and developing good teachers than research specialists. Consequently, only limited research is being undertaken by the faculty. Insofar as budget and time permit, the College is constantly studying and evaluating through minor research various facets of the teacher education program.

B. Organization and Administration

The organizational structure of Appalachian State Teachers College must be considered in terms of the single purpose of the institution. Since teacher education is the function of the institution, the College is naturally organized as one administrative unit to provide a diversity of programs at the baccalaureate and master's degree levels. Because of this, no provision is made for one central council or committee per se on teacher education. For instance, the Curriculum Committee, Admissions Committee, Screening Committee, and Committee on Student Teaching and Placement recommend policies within their immediate areas of concern. Coordination of the various committee activities is informally but more or less adequately effected by sharing some of the same persons on several committees, by the working relationships of the various committee chairmen, and by the administrative council.

In actual practice the Dean of Instruction coordinates the instructional program through the Curriculum Committee, which consists of departmental chairmen, the Registrar, the Director of Graduate Studies, the Dean of the College, and the Director of Summer Sessions. Committee action is referred to the President and, if approved, becomes the responsibility of the appropriate administrative officer to execute.

The duties of the Dean of the College include administering rules and regulations governing academic eligibility and probation. In addition, he receives reports and recommendations of the Screening Committee, whose function is to effect a screening program that will admit capable and desirable students to the teacher education program and will eliminate incapable and undesirable students.

The Registrar is responsible for the admission of students to the College, the maintenance of student records, and the issuance of transcripts. His chief policy committee is the Committee on Admissions, which studies admission trends, recommends admission policies, regulations, requirements, practices, and hears appeals from persons whose applications are expected to establish policy or precedent.

The Chairman of the Department of Education and Psychology is Chairman of the Committee on Student Teaching and Placement. This committee, with membership that cuts across the various disciplines, recommends policies and procedures for the entire program of student teaching, and formulates and recommends plans and procedures for the proper placement and promotion of students and alumni. Although the administrative officer for the student teaching program is the Chairman of the Department of Education, specific duties of directing the program are delegated to a Director of Student Teaching and a Director of Placement.

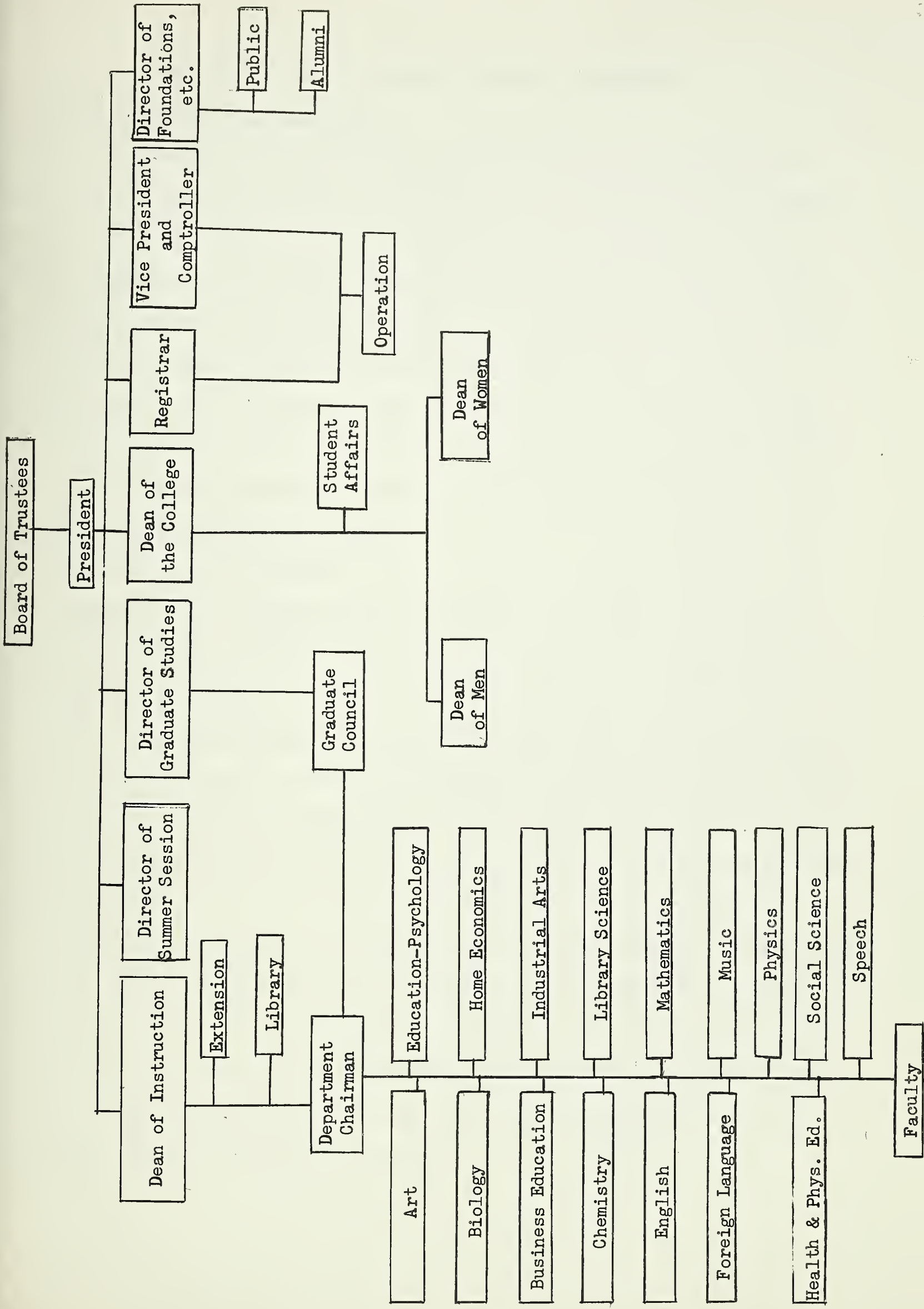
Each administrative officer is directly responsible to the President who bears the ultimate responsibility for formulation and implementation of school policies. Authority is vested in him by the Board of Trustees and the North Carolina Board of Higher Education. Assisting him in coordinating the total program is the Administrative Council, which counsels with him concerning policies, plans, projects, and administrative decisions. Chart I shows the lines of communication and responsibility.

As previously mentioned, there has been no committee to coordinate the total teacher education program or to coordinate the various committees listed above. However, since there is a possibility that Appalachian State Teachers College will become a multipurpose institution, a Teacher Education Council has been formed and tentatively assigned the following duties and responsibilities:

The Teacher Education Council is an interdepartmental council operating under regular approved institutional procedures. Its purposes are to analyze and evaluate teacher education curriculums, to study and recommend policies and procedures with respect to admission to teacher education, retention in the program, and the like, and to develop means and procedures for evaluating the performance of teachers and school personnel who have completed the program of teacher education so as to appraise continually the effectiveness of the program.

The Teacher Education Council will act as the coordinating agency for the total undergraduate teacher education program when the multipurpose role develops.

Previously, the Registrar of the College has been recommending a candidate for certification. The college now plans for departmental chairmen to recommend their majors as having satisfactorily met academic course requirements, for the Chairman of the Department of Education to verify that all professional courses have been satisfactorily completed, and for the Registrar to act as liaison person to provide the required information to the State Department of Public Instruction.



STANDARD II--STUDENT PERSONNEL PROGRAMS AND SERVICES

A. Informing Students about Teaching

Most students are teacher-oriented when they enter the freshman class at the College. Prospective students are informed about Appalachian State Teachers College and about teacher education by college publications, interviews with faculty members, and other contacts with the College. During orientation week all freshmen receive counseling concerning opportunities in teacher education.

After enrollment, students are informed about opportunities in teaching through their advisor, class work, contacts with faculty members, participation in the campus chapter of the Student National Education Association, and through observation and participation in educational activities.

B. Admissions Standards and Policies

1. Admission to the College

Admission to the freshman class is based upon rank in high school class, College Board scores, patterns of secondary school courses, and recommendation of the principal or counselor.

All successful applicants must be graduates of accredited high schools, must have two units of algebra or one unit of algebra and one unit of geometry, and must have the recommendation of their principal or counselor. Qualified applicants who rank in the upper half of their class and score above 750 on the College Board SAT are approved.

Applicants with SAT scores between 700 and 750 or who rank in the third quarter of their class are considered further through a predicted grade point average based on a weighted analysis of their verbal and mathematics SAT scores and high school grades. Those with predicted averages of at least 1.65 are approved for admission. In 1964, students with a predicted grade point average of at least 1.25 on all work attempted may be approved for admission.

There were 1,206 applications for admission to the freshman class of 1963-64; of these, 1,018 were accepted and 750 enrolled.

Students who transfer from other colleges or universities must furnish official transcripts of records from all institutions previously attended. These transcripts must show eligibility to return to the latest institution attended and an average of at least "C" on all work attempted. Courses satisfactorily completed in other accredited colleges are evaluated in terms of the curriculum selected at Appalachian. Transfer students from junior colleges must earn a minimum of 90 quarter hours at Appalachian.

Most transfer students are junior college graduates and are expected to meet the same screening standards as required of regular sophomores of the College before final approval for admission is granted. Of 275 transfer student applications received for the school year 1963-64, eighty-seven were rejected.

Admission standards are implemented by the Office of the Registrar.

2. Admission to Professional Education

Since all students at Appalachian are nominally teacher education students, admission to the institution has been also admission to teacher education. Effective in 1963-64, students must be admitted to professional education in the junior year by maintaining the College-wide academic average and by demonstrating proficiency through tests in English, speech, and reading. All students admitted to junior or senior classification are considered enrolled in the teacher education program.

C. Retention

To continue in the College after original registration, all students are required to meet the grade point averages and to have passed the specified number of hours at the beginning of the quarters indicated in Table I.

TABLE I
REQUIREMENTS FOR RETENTION

<u>To Register At Beginning of Quarter</u>	<u>Required Grade Point Average *</u>	<u>Minimum Hours Passed</u>
2	-	9
3	1.00	18
4, 5, and 6	1.25	30
7, 8, and 9	1.50	68
10, 11, and 12	1.75	112
13 - 16 **	1.90	150

* Grade point average computed on basis of 4 points for an A, 3 for a B, 2 for a C, and 1 for a D.

** Requirements for the bachelor's degree must be completed in 16 quarters of residence or its equivalent.

Failure to meet either of these requirements places the student on probation. If requirements are not met by the end of one quarter of probation, the student is ineligible to register for at least one quarter of a regular school year but may register for summer school.

No course completed with a grade of C or better may be repeated for grade point credit.

Additional screening procedures are conducted through the proficiency tests in reading, speech, and written English. Advisors and other faculty members have responsibility to refer students with emotional, health, or personality problems or disturbances to the chairman of the Screening Committee. During 1962-63, 44 students withdrew, voluntarily and involuntarily, primarily for reasons of health.

D. Class Profiles

Table 2 presents data on the rank in high school graduating class of the 1963-64 freshman class and those students admitted to professional education in the fall of 1963 and their mean scores on the College Entrance Examination Board Scholastic Aptitude Test.

TABLE 2

Quarter Rank in High School Graduating Class	1963-1964 Freshman Class		Admitted to Professional Education Fall, 1963	
	Number	%	Number	%
Highest Quarter	408	54.4	272	54.9
Second Highest	240	32.0	150	30.2
Third Highest	90	12.0	68	13.7
Bottom Fourth	10	1.3	6	1.2
Not Available	2	.3		
	750	100.0	496	100.0
	Men	Women	Men	Women
Mean CEEB- SAT Scores	850	851	809	792

E. Records

A central records room containing the following information on all students who attend or have attended the College since 1921 is maintained in the Office of the Registrar:

1. Admissions data (high school grades and rank, entrance examination scores, recommendations of principal or counselor)
2. Permanent record at Appalachian (grades earned, proficiency test results, degrees awarded)

3. Pertinent correspondence and special remarks

4. Scores on the National Teacher Examination.

The above records are available to any member of the college faculty or administration.

Each advisor has another record containing grades and other pertinent advisory data.

F. Student Guidance and Counseling

The College provides guidance and counseling services for all students. Before a freshman arrives on the campus, he is assigned to a faculty advisor who serves as a member of the Freshman Advisory Council.

In the spring quarter, freshmen are directed to their chosen major departments for academic counseling. The chairman or his designee plans and approves the academic program of the student for the next three years or until graduation. Similar advisement procedures are followed with transfer students.

Counseling services other than academic are administered by the Office of Student Personnel Services, which is in charge of freshman testing and placement, orientation, individual counseling on a referral basis, student appraisal, and research.

G. Teacher Placement Service

The part-time Director of Placement is also a member of the Department of Education faculty. The placement service is responsible for the total placement function and handles non-teaching and educational placement.

Table 3 shows the placement of the 1963 graduates who were placed in school positions.

TABLE 3

1963 GRADUATES PLACED IN SCHOOL POSITIONS

Elementary		171
Secondary		
Biology	14	
Business Education	28	
English	34	
Foreign Languages	13	
Home Economics	10	
Industrial Arts	5	
Library Science	12	
Mathematics	25	
Music	10	
Physical Education	49	
Science - General	12	
Social Studies	38	
Special Education - Deaf	<u>1</u>	
Total Secondary		<u>251</u>
Total placements in school positions		422

H. Evaluation of Program

A systematic evaluation of the student teaching program is conducted each quarter by having the student teachers anonymously fill out a rating sheet evaluating the entire teacher education program as well as student teaching.

Incidental evaluation of the program also occurs through some research projects. However, there is currently no systematic, ongoing evaluation of the total teacher education program.

STANDARD III--FACULTY

A. Professional Education Faculty

1. Number and Preparation

The professional education faculty consists of 27 regular teachers, 11 teachers in the campus laboratory schools who teach at least one college course, six teachers from academic departments who teach at least one professional education course, and nine graduate assistants who assist with instruction. Table 4 presents a profile of the regular education faculty.

TABLE 4

PROFESSIONAL EDUCATION FACULTY

Name	Degrees	Total Teaching Yrs. Experience			Rank	Q.Hrs. Taught Fall, '63	Other Duties	Commit. Assign.
		ASTC	P.Sch.	College				
Agley, Paul	M.A.	5	7	5	Asst.	9	Freshman Counselor	4
Arden, J. G.	Ph.D.	20	13	28	Prof.	15		1
Be, C. Milton	Ph.D.	1	9	2	Assoc.	9		
Bsworth, B. G.	Ed.D.	4	7	5	Asst.	-	Supervises 20 Student Teachers	1
Erson, J. E.	Ed.D.	4	5	7	Assoc.	15		
Mcphell, Beulah	M.A.	7	4	17	Assoc.	15		1
McLe, James M.	M.A.	1	12	1	Asst.	-	Supervises 20 Student Teachers	
Muncill, Grace	M.A.	8	15	28	Assoc.	15		1
Palmer, W. E.	Ed.D.	9	7	10	Assoc.	-	Directs Student Teaching Program: Supervises 14 Student Teachers	6
Perill, J. E.	Ph.D.	3	3	6	Asst.	3	Director of Student Personnel Services	4
Porton, B. H.	Ed.D.	12	13	12	Prof.	3	Supervises 7 Student Teachers; Chairman of Dept.	6

TABLE 4 (Continued)								
Name	Degrees	Total Teaching Yrs. Experience			Rank	Q.Hrs. Taught Fall, '63	Other Duties	Commit. Assign.
		ASTC	P.Sch.	College				
Isabel	Ed.D.	11	8	12	Prof.	15	Adviser to Elementary Education Majors	3
James D.	Ed.D.	2	4	5	Asst.	3	Supervises 17 Student Teachers	
Jack	Ph.D.	14	12	15	Prof.	15		2
W. Dean	M.A.	2	21	2	Asst.	-	Supervises 21 Student Teachers	
R.	M.A.	3	3	3	Instr.	9	Audiovisual Center	
Uberto	M.A.	8	7	18	Prof.	11	Directs Reading Ctr.	4
J. A.	M.A.	8	3	13	Assoc.	6	Directs A-V Services	2
Beatrix	M.A.	5	18	6	Asst.	-	Supervises 20 Student Teachers	
R. L.	M.A.	4	20	4	Asst.	3	Supervises 9 Student Teachers; Directs Placement Bureau	2
Lee	Ed.D.	18	14	18	Prof.	15	Adviser to Elementary Education majors	3
James M.	M.A.	3	3	3	Instr.	16		1
N. W.	M.A.	5	22	5	Assoc.	12	Supervises 5 Student Teachers	
W. F.	Ph.D.	27	13	30	Prof.	12		1
J. E.	Ed.D.	9	2	9	Assoc.	6	Director of Summer Sessions & Extension	6
Ben	Ed.D.	2	12	2	Asst.	3	Supervises 21 Student Teachers	
George R.	M.A.	1		3	Asst.	15		
					Av. Teaching Load			
Years Experience	Av. Years A.S.T.C.	Average Age			Credit Hours	Student Cr. Hrs.	Av. Student Load	
19	7	45			13.5	399	118	

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An inspection of the above profile reveals a well prepared faculty. Fourteen members hold the doctor's degree. Thirteen hold the master's degree and most of these have had considerable work beyond the master's. Two are close to the doctorate and will continue work on the degree this summer. The 14 doctorates come from nine different universities. The master's degrees are from six schools, three of them from ASTC.

The amount of preparation, as determined by doctor's degrees, compares favorably with other departments--51.9 per cent as compared with 35.7 per cent in other departments.

An analysis of preparation from transcripts in the President's office shows a possible imbalance of preparation in education as opposed to psychology. This inspection of the records grew out of a statement that only one member of the faculty belonged to the American Psychological Association. This imbalance is not as serious as may appear since no major is offered in psychology and the advanced courses for teachers are taught by the person with a degree in psychology. The only other person teaching advanced courses in psychology is close to a doctorate. The other seven people teaching undergraduate psychology have graduate preparation in the field ranging from one to nine courses. Most of these people have been teaching these courses for years and have apparently made up for the formal deficiency in courses by self-study.

Twenty-six regular staff members have had public school experience. The person without such experience teaches specialized psychology courses. Public school experience ranges from one to 22 years. College experience ranges from one to 28 years. The average professional education faculty member has been at Appalachian seven years and is 45 years of age.

In the professional education faculty, there are seven professors, eight associate professors, ten assistant professors, and two instructors. As compared with the

rest of the faculty, there is a much smaller percentage of instructors. This is due to the fact that most of the professional education courses are upper level and graduate.

2. Load

The average teaching load is 13.5 credit hours. The average student load is 23.6 students. Twenty student teachers constitute a full-time supervising load and this seems to be closely adhered to. The maximum was 22 for the winter quarter of 1963-64. Committee assignments and other duties appear to be equitably distributed. The seemingly high student load is counteracted to some extent by the graduate assistants who assist with instruction.

3. Salary

Table 5 presents a distribution of faculty salaries, comparing the professional staff with the total college faculty.

TABLE 5
SALARY OF FACULTY MEMBERS--1963-64

	Salary Scale	Professional Education Faculty	Total College Faculty
		Average Salary	Average Salary
Professor	\$7,500 - 11,000	\$9,017	\$8,881
Associate Professor	6,500 - 9,200	8,129	8,256
Assistant Professor	5,500 - 8,000	6,977	7,091
Instructor	5,000 - 6,600	6,200	5,956

B. Academic Faculty

Table 6 presents a profile of the preparation and load of the academic faculty.

TABLE 6

PROFILE OF ACADEMIC FACULTY

Area	Highest Degrees Held *		Average Teaching Hours	Average Student Loads
	Full Time	Part Time		
Art	3 M	1 B	13.3	97
Biology and Geology	6 D**, 1 M		10.7	144
Business Education	1 D***, 6 M		13.7	111
Chemistry and Physical Science	4 D, 1 M, 2 B		8.8	116
English	3 D, 10 M, 1 B	2 D, 1 M	14.4	137
Foreign Language	2 D, 2 M	1 B	13.8	77
Health and Physical Education	2 D, 9 M, 1 B		12.5	200
Home Economics	4 M, 1 B		11.3	48
Industrial Arts	4 M		12	54
Library Science	2 M	1 M	13.8	122
Mathematics	4 D, 6 M		13.7	136
Music	2 D, 10 M		11.7	84
Physics	1 D	2 D	12.5	84
Social Science	13 D, 11 M	1 D	14.2	139
Speech	1 D, 3 M		12	83

* Doctor's degree is designated by D, master's by M, and bachelor's by B.

** Two should receive the degree during the summer of 1964.

*** Should receive the degree during the summer of 1964.

During the past five years there have been 61 replacements and 39 additions employed for the academic faculty.

C. Improving Professional Competence

During the past six years, six members of the total teaching staff have been granted leaves of absence for a year or more to pursue studies toward a doctor's degree or for extended services and study in other institutions. Fifteen staff members are now writing or completing the dissertation for a doctor's degree. During the summer months since 1959, 29 faculty members have studied in American or European universities. Some of these received fellowships from foundations and/or from the federal government.

Some of the administrative and teaching staff have engaged in limited research, served as consultants, and participated in state, regional, and national professional programs. A few have written professional articles and books.

To encourage faculty members in their professional growth and self-improvement, the College has approved a policy whereby an instructor or assistant professor whose highest degree is the master's degree may take graduate work for credit if his total teaching and study load does not exceed 18 hours a quarter for a maximum total credit of 15 hours. Any faculty member may take courses for which he is qualified outside of his teaching field.

At the opening of the fall quarter, September, 1958, a two-day faculty workshop was initiated to promote self-improvement and professional growth and understanding. Six such faculty workshops have been held.

The College makes no provision for sabbatical leave for the administrative or teaching staff nor for the exchange of teachers.

Limited funds are appropriated by the State Legislature for attendance upon scholarly and professional meetings by the administrative and teaching staff. For the 1963-64 college year the total amount appropriated and budgeted for professional travel is approximately \$4,530.

STANDARD IV--CURRICULA

Appalachian State Teachers College awards only one undergraduate degree, the Bachelor of Science, which is conferred upon students who have completed at least 195 quarter hours of work with at least a 2.0 (C) grade point average and have met all other graduation requirements.

The College requests approval of its undergraduate programs for the preparation of elementary school teachers and secondary school and special subject teachers of art, business education, English, foreign language (French and Spanish), home economics, industrial arts, library science, mathematics, music, physical education and health, science (biology, chemistry, physics), social studies, special education, and speech. Table 7 presents data on the enrollment during the 1963-64 school year, and data on the 1963 graduates of each program.

TABLE 7

PROGRAM ENROLLMENTS AND GRADUATES

	Number of Students* Completing Each Curriculum, 1962-63	Number of Seniors* Majoring in Each Curriculum, Fall 1963-64	Number of Students** Enrolled in Each Curriculum, Fall Quarter 1963-64
Art	0	0	4
Biology	15	53	112
Business Education	56	84	253
Chemistry	0	10	23
Elementary Education	181	213	617
English	44	49	140
French	11	13	25
Health and Physical Education	72	73	231
Home Economics	19	16	66
Industrial Arts	5	24	67
Library Science	15	18	46
Mathematics	36	64	158
Music	11	20	60
Physics	0	0	1
Science: General	36	14	2
Social Studies	107	115	208
Spanish	5	12	23
Speech	0	1	2
Special Education	2	0	0
Undeclared	0	0	37
			<u>2,075</u>
Freshmen - undeclared			735
Total undergraduates, fall quarter, 1963-64			<u>2,810</u>

*Students who have two majors are counted twice.

**Since freshmen do not declare their major until the end of the freshman year, they are not included in the above totals.

Each program requires work in general education, subject matter preparation, and professional education. Required courses are indicated by an asterisk.

A. General Education

The general education program consists of at least 85 quarter hours (44 per cent of 195 quarter hours) required for graduation of all freshmen who entered in June or September 1962 and after, and of all students graduating in June or August 1966 and after in all undergraduate programs. To provide opportunities and means for a student to achieve the proficiency and competence stated in the general education guidelines, the College requires the following: (Required courses are marked with an asterisk)

GUIDELINE 1: The program should assure that all teachers are able to read, write, and speak the English language clearly and effectively.

*Education 100	Developmental Reading	1 q.h.
*English 101-102-103 (or satisfactory proficiency by test)	Grammar and Composition	9 q.h.
*Speech 101 (or satisfactory proficiency by test)	Fundamentals of Speech	3 q.h.

GUIDELINE 2: The program should develop a critical understanding of and a sensitiveness to the aesthetic, philosophical, ethical, and imaginative values expressed in literature, art, music, religion, and philosophy.

*English 201-202-203 (or equivalent)	English Literature	9 q.h.
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*Six hours elected from two of the following areas:

Fine Arts

Art 217	Introduction to Art	3 q.h.
Music 217	Music Appreciation	3 q.h.

Philosophy and Religion

Philosophy 201	Ancient Philosophy	3 q.h.
Philosophy 202	Medieval and Renaissance Philosophy	3 q.h.

Philosophy 203	Modern Philosophy	3 q.h.
Philosophy 302	Ethics	3 q.h.
Religion 201	Old Testament History	3 q.h.
Religion 203	Life and Religion of Christ	3 q.h.

Foreign Languages

Exception

A major in music is accepted as satisfying one three-hour requirement in fine arts.

GUIDELINE 3: The program should develop an understanding of the development of world civilization, an understanding of the basic concepts of the social studies, and an understanding of democracy as a way of life.

*History 101-102-103	World Civilizations	9 q.h.
*History 201-202	History of the United States	6 q.h.

Six hours elected from two of the following areas:

Anthropology

Anthropology 210	General Anthropology	3 q.h.
Anthropology 310	Cultural Anthropology	3 q.h.

Economics

Economics 200	General Economics	3 q.h.
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Geography

Geography 101	Physical Geography	3 q.h.
Geography 102	World Regions	3 q.h.

Political Science

Political Science 201	American National Government	3 q.h.
Political Science 304	Recent Political Thought	3 q.h.
Political Science 310	International Relations	3 q.h.

Sociology

Sociology 201	General Sociology	3 q.h.
Sociology 202	Social Problems	3 q.h.

Exception

For a Music major, Music 304-305-306, Music History, may be substituted for History 101-102-103 or 201-202 and one Social Science requirement.

GUIDELINE 4: The program should develop an appreciation and understanding of the structure of science, of scientific inquiry, and of the main scientific principles.

*Psychology 201	General Psychology	3 q.h.
Physical Science 101-102-103	Man and His Physical Environment	9 q.h.
* or		
One year course in Chemistry or Physics		12 q.h.
Biology 101-102-103	Introduction to Life Science	9 q.h.
* or		
Biology 104-105-106	General Biology	12 q.h.

GUIDELINE 5: The program should develop an appreciation of the structure and applications of mathematics.

*Mathematics 101	Introduction to Mathematics	3 q.h.
*Mathematics 102	Algebra	3 q.h.
Mathematics 103	Probability	3 q.h.
* or		
Mathematics 107	College Algebra	5 q.h.
Mathematics 108	Trigonometry	5 q.h.

GUIDELINE 6: The program should develop the knowledge, habits, and attitudes necessary to achieve and maintain sound physical and mental health.

Personal health and hygiene is considered to be a part of the biology sequence.

*Physical Education Activity (Two Years)	6 q.h.
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B. Subject Matter Preparation

Elementary Education

The subject matter preparation of elementary teachers includes a total of 57 quarter hours, 15 of which must be in one field of academic concentration, in addition to courses in General Education. Required courses are indicated by asterisk.

GUIDELINE 1: The program should provide an understanding of the process of learning to read, to speak and to write the English language effectively and clearly, and should develop sensitiveness to and love and enthusiasm for good literature.

*English 101-102-103	Grammar and Composition	9 q.h.
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Proficiency in written English.

*Speech 101	Fundamentals of Speech	3 q.h.
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Proficiency in spoken English.

*Education 100	Developmental Reading	1 q.h.
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Proficiency in reading.

*English 201-202-203	English Literature	9 q.h.
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*Library Science 304	Children's Literature	3 q.h.
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*Library Science 305	Bases for Selection of School Library Materials	3 q.h.
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For special education majors Library Science 305 is an elective.

Students who are not proficient in written English, speech, or reading will elect courses from the following:

English 010	Laboratory in Writing	0 q.h.
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English 206	Advanced Composition	3 q.h.
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English 307	Advanced English Grammar	3 q.h.
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Speech 010	Speech Improvement	0 q.h.
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Education 310	Foundations of Reading	3 q.h.
Education 305	Language Arts in the Elementary School	3 q.h.

GUIDELINE 2: The program should provide a knowledge and understanding of the social, political, geographical, and economic forces which operate in society; an understanding of government organization and functions; and an appreciation of the conservation of our natural resources.

*History 101-102-103	World Civilizations	9 q.h.
*History 201-202	History of the United States	6 q.h.
*History 306	North Carolina Social Studies	3 q.h.
*Geography 101	Physical Geography	3 q.h.
*Geography 102	World Regions	3 q.h.
*Geography 103	Economic and Commercial Geography	3 q.h.
(Elective for special education majors)		
*Political Science 201	American National Government	3 q.h.

GUIDELINE 3: The program should provide a knowledge of basic physical and biological science content, and ability to plan a logical sequence of science experiences for the several grade levels.

*Physical Science 101-102-103	Man and His Physical Environment	9 q.h.
Biology 101-102-103	Introduction to Life Science	9 q.h.
* or		
Biology 104-105-106	General Biology	12 q.h.
*General Science 401	Methods of Elementary School Science	3 q.h.

GUIDELINE 4: The program should include study in mathematics which would involve consideration of the structure of the real number system and its sub-systems and the basic concepts of algebra and informal geometry.

*Mathematics 101	Introduction to Mathematics	3 q.h.
*Mathematics 102	Algebra	3 q.h.

Mathematics 103	Introductory Probability	3 q.h.
* or		
Mathematics 107	College Algebra	5 q.h.
Mathematics 108	Trigonometry	5 q.h.
*Education 403	Mathematics for Elementary School Teachers	3 q.h.
Mathematics 456	Geometry for Elementary School Teachers	3 q.h.
Mathematics 458	Foundations of Arithmetic	3 q.h.

GUIDELINE 5: The program should develop a sound philosophy of art education, appreciation of color and form, and a creative ability in several art media.

*Art 201	Fundamentals of Art	3 q.h.
*Art 202	Art in the Elementary School	3 q.h.
*Art 217 (Elective for special education majors)	Introduction to Art	3 q.h.

GUIDELINE 6: The program should provide a background of music fundamentals.

*Music 301-302-303	Music for Classroom Teachers	6 q.h.
*Music 217	Introduction to Music	3 q.h.

GUIDELINE 7: The program should provide an understanding of both the health and physical needs of children at various grade levels.

*Biology 101-102-103	Introduction to Life Science	9 q.h.
*Physical Education 101-102- 103-201-202-203	Physical Education Activity	6 q.h.
*Physical Education 320	Principles and Philosophy of Health and Physical Education and Recreation	3 q.h.
*Physical Education 350	Fundamental Movements	1 q.h.
*Physical Education 351	Basic Rhythms	1 q.h.
*Physical Education 352	Games for the Elementary School	1 q.h.
*Health 401	Methods and Materials in Health Education	3 q.h.

GUIDELINE 8: The program should provide an opportunity to develop a subject concentration.

At least 15 quarter hours of academic concentration in at least one field must be earned in addition to the courses listed under general education. Elementary education majors are encouraged to select their academic concentration from English, mathematics, sciences, or social sciences.

Art

A major in Art must complete 60 quarter hours with at least 6 hours from the crafts.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide for the development of an understanding of several philosophies of art education.

Art 201	Fundamentals of Art	3 q.h.
*Art 202	Art in the Elementary School	3 q.h.
*Art 415	Art in the Secondary School	3 q.h.

GUIDELINE 2: The program should provide for a thorough study at the college level of the aspects of art included in the curriculum of elementary and secondary schools.

*Art 101-102-103	Drawing and Composition	9 q.h.
*Art 104	Design	3 q.h.
*Art 208-209-210	Painting	9 q.h.
*Art 305	Advanced Design	3 q.h.
*Art 307-308-309	Advanced Painting	9 q.h.
*Art 311	Sculpture	3 q.h.

A minimum of 6 hours from the following:

Industrial Arts 204	General Shop - Leather	3 q.h.
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Industrial Arts 205	General Shop - Ceramics	3 q.h.
Industrial Arts 206	General Shop - Art Metal	3 q.h.
Industrial Arts 207	General Shop - Jewelry	3 q.h.
Industrial Arts	General Shop - Graphics	3 q.h.

GUIDELINE 3: The program should provide for an understanding of past and present world art with emphasis on the relationship of the art to the culture in which it was produced and its influence on subsequent cultures.

*Art 301	Ancient and Medieval Art	3 q.h.
*Art 302	Renaissance Art	3 q.h.
*Art 303	Modern Art	3 q.h.

GUIDELINE 4: The program should establish an awareness and knowledge of the general school program and the ability to conduct an art program to meet the specific needs of both elementary and secondary levels.

*Art 202	Art in the Elementary School	3 q.h.
*Art 415	Art in the Secondary School	3 q.h.
*Education 475	Audio-Visual Education	3 q.h.

GUIDELINE 5: The program should include sufficient preparation for the later pursuit of graduate work in one of the specialized areas of art.

The art curriculum should be adequate background for later graduate work.

Business Education:

Comprehensive Business

The subject matter preparation program for a prospective comprehensive business education teacher includes a total of 66 q.h. above courses 101-102-103, approximately 40 per cent of a basic four-year program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should assure job competency in secretarial and related office skills.

Business Education 101-102-103	Typewriting or equivalent	9 q.h.
*Business Education 201-202-203	Shorthand	6-9 q.h.
*Business Education 304	Advanced Shorthand	3 q.h.
*Business Education 303	Office Machines	3 q.h.
*Business Education 403	Office Practice	3 q.h.

GUIDELINE 2: The program should include study at the college level in the areas identified as integral parts of the business education curriculum in the high school.

*Business Education 104	Business Mathematics	3 q.h.
*Business Education 204-205-206	Elementary Accounting	9 q.h.
*Business Education 306-307-308	Intermediate Accounting	3-9 q.h.
*Business Education 302	Business Correspondence	3 q.h.
*Business Education 320	Principles of Marketing	3 q.h.
*Business Education 400-401	Business Law	6 q.h.
*Business Education 402	Business Policies	3 q.h.
*Business Education 404	Principles of Bus. Edu.	3 q.h.
*Business Education 405	Materials and Methods of Teaching Non-skill Bus. Subjects	3 q.h.
Business Education 410	Principles of Finance	3 q.h.
*Economics 201-202-203	Principles of Economics	9 q.h.
Economics Electives above grade 2		3 q.h.

GUIDELINE 3: The program should provide a culminating experience, bringing together theory, skills, and practice.

Business Education 403	Office Practice	3 q.h.
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(Also listed under Guideline 1.)

GUIDELINE 4: The program should provide sufficient preparation for later pursuit of graduate study.

Subject matter concentration of 66 q.h. above grade 1 (and including B.E. 104, Bus. Mach.), with the distribution provided is adequate for admission to graduate study.

Basic Business

The program in basic business is essentially the same as for comprehensive business. In Guideline 1, for basic business, shorthand would be excluded, and Guideline 2 would place greater emphasis upon business, economics, and accounting than in the program for comprehensive business.

Courses listed under Guideline 2 of the comprehensive business are expanded to include additional business and economics of 12 q.h.

*Business Education 410	Business Finance	3 q.h.
<u>and</u>		9 q.h.

Selected from:

Business Education 301	Principles of Selling
Business Education 307-308	Intermediate Accounting
Business Education 450	Principles of Insurance
Business Education 451	Office Management
Business Education 452	Income Tax Accounting

Economics courses above the grade 2 courses.

English

The subject matter program for a major in English includes a total of 57 quarter hours in English and related fields above the general education program. In addition, nine quarter hours of a foreign language beyond the elementary course is required.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide specialized study at the college level in the areas of the high school curriculum to be taught.

*English 101-102-103	Grammar and Composition	9 q.h.
*English 206	Advanced Composition	3 q.h.
*English 401	Advanced English Grammar	3 q.h.
*Speech 101	Fundamentals of Speech	3 q.h.
French 104-105-106	Intermediate French	9 q.h.
* or		
*Spanish 104-105-106	Intermediate Spanish	9 q.h.
*English 201-202-203	English Literature	9 q.h.
*English 204	Background of English Lit.	3 q.h.
*English 301-302-303	American Literature	9 q.h.
*English 304	Contemporary American Lit.	3 q.h.
*English 305	Contemporary English Lit.	3 q.h.
*English 452	Shakespeare's Comedies	3 q.h.
*English 453	Shakespeare's Tragedies	3 q.h.

*Eighteen elective hours in English and related fields selected from the following:

English 207	Types of Literature	3 q.h.
English 402	Seminar, American Literature	3 q.h.
English 403	Seminar, English Literature	3 q.h.
English 451	Chaucer	3 q.h.
English 454	Poetry of the Romantic Period	3 q.h.
English 455	Poetry of the Victorian Period	3 q.h.
English 456	Milton	3 q.h.
English 457	English Literature 1660-1774	3 q.h.

English 458	English Literature 1744-1798	3 q.h.
English 459	Ballads and Folk Songs	3 q.h.
English 460	Modern Drama	3 q.h.
English 461	Spenser	3 q.h.

and Related Fields

GUIDELINE 2: The program should lead to an excellence in written and oral expression.

*English 101-102-103	Grammar and Composition	9 q.h.
*English 206	Advanced Composition	3 q.h.
*Speech 101	Fundamentals of Speech	3 q.h.
*Speech 207	Public Speaking	3 q.h.

GUIDELINE 3: The program should provide study and training at the college level in the areas of reading.

*Education 100	Developmental Reading	1 q.h.
*Education 462	Reading in High School	3 q.h.

GUIDELINE 4: The program should lead to a knowledge of the importance of libraries.

*Library Science 467	Correlating Teaching with the Library	3 q.h.
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A unit on library usage is included in English 101.

GUIDELINE 5: The program should provide sufficient preparation for later graduate work in English.

The required program of 57 quarter hours in addition to the general education requirements should prepare one for graduate study.

Foreign Languages:

French and Spanish

The subject matter preparation program for a prospective teacher of French or Spanish includes a total of 48 quarter hours above the course level of 103, or approximately 25 per cent of a basic four-year program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should include a thorough college-level study of

the various aspects of the foreign language to be taught.

**French 101-102-103	Elementary French	9 q.h.
*French 104-105-106	Intermediate French	9 q.h.
*French 201-202-203	Conversational French	9 q.h.
French 301-302-303	French Literature to 1800	9 q.h.
*French 305-306	French Civilization	6 q.h.
*French 307-308	Advanced Grammar and Composition	6 q.h.
French 401-402-403	French Literature of Nineteenth and Twentieth Centuries	9 q.h.
*French 451	Phonetics and Diction	3 q.h.
**Spanish 101-102-103	Elementary Spanish	9 q.h.
*Spanish 104-105-106	Intermediate Spanish	9 q.h.
*Spanish 201-202-203	Conversational Spanish	9 q.h.
Spanish 301-302-303	Survey of Spanish Literature	9 q.h.
*Spanish 305-306	Hispanic Civilization	6 q.h.
*Spanish 307-308	Advanced Grammar and Composition	6 q.h.
Spanish 401-402-403	Survey of Spanish-American Literature	9 q.h.
*Spanish 451	Phonetics and Diction	3 q.h.

GUIDELINE 2: The program should develop competency in four skills--understanding, speaking, reading, and writing.

The courses listed under Guideline 1 develop these skills.

**A required course for those who have had no previous study in French/Spanish, but not counted in requirements for a major.

GUIDELINE 3: The program should provide for sufficient emphasis in language analysis.

French 104-105-106	Intermediate French	9 q.h.
French 307-308	Advanced Grammar and Composition	6 q.h.
French 451	Phonetics and Diction	3 q.h.
Spanish 104-105-106	Intermediate Spanish	9 q.h.
Spanish 307-308	Advanced Grammar and Composition	6 q.h.
Spanish 451	Phonetics and Diction	3 q.h.

GUIDELINE 4: The program should include a study of the literature, history and civilization of the country or countries concerned.

French 301-302-303	French Literature to 1800	9 q.h.
French 401-402-403	French Literature of Nineteenth and Twentieth Centuries	9 q.h.
French 461	French Drama up to 1690	3 q.h.
French 463	Nineteenth Century Fiction	3 q.h.
*French 305-306	French Civilization	6 q.h.
*Spanish 305	Spanish Civilization	3 q.h.
*Spanish 306	Spanish-American Civilization	3 q.h.

Electives may be chosen from the following:

Spanish 461	Nineteenth-Century Prose	3 q.h.
Spanish 463	Contemporary Spanish Literature	3 q.h.

GUIDELINE 5: The program should provide sufficient preparation for the later pursuit of graduate work in the foreign languages.

The courses required in the curriculum plus electives form an adequate basis for graduate study.

Home Economics

A major in home economics consists of a minimum of 57 quarter hours in home economics and 12 quarter hours in related courses, in addition to general education requirements. This is approximately 30 per cent of the undergraduate curriculum.

GUIDELINE 1: The program of homemaking instruction should provide for comprehensive knowledge in the several areas of home economics.

*Clothing and Textiles	18 q.h.
*Foods and Nutrition	15 q.h.
*Home Management	6 q.h.
*Housing, Home Furnishings and Equipment	9 q.h.
*Child Development	3 q.h.
*Consumer Problems	3 q.h.
*Demonstration Teaching	3 q.h.

GUIDELINE 2: The program should provide for emphasis upon broad related subject matter areas.

Chemistry 111-112-113	12 q.h.
Biology 104-105-106	12 q.h.
Bacteriology	3 q.h.
Physics 208	3 q.h.
Art 104	3 q.h.
Economics 200	3 q.h.
Sociology 401	Marriage and Family Relations 3 q.h.

GUIDELINE 3: The program should provide sufficient preparation for the later pursuit of graduate work in home economics.

The institution and the Department of Home Economics consider this program adequate preparation for later graduate study.

Industrial Arts

The subject matter preparation for a prospective industrial arts teacher includes 69 quarter hours or approximately 35 per cent of a basic four-year program.

GUIDELINE 1: The program should provide for breadth of study, at the college level, of the several areas included in the high school industrial arts curriculum.

*Industrial Arts 101-102-103	Engineering Drawing	9 q.h.
*Industrial Arts 201-202-203	Woods	9 q.h.
*Three courses from 204 through 208:		9 q.h.
Industrial Arts 204	General Shop - Leather	3 q.h.
Industrial Arts 205	General Shop - Ceramics	3 q.h.
Industrial Arts 206	General Shop - Art Metal	3 q.h.
Industrial Arts 207	General Shop - Jewelry	3 q.h.
Industrial Arts 208	General Shop - Plastics	3 q.h.
*Industrial Arts 301-302-303	Metals	9 q.h.
*Industrial Arts 304	Power Mechanics	3 q.h.
*Industrial Arts 305-306-307	Electricity and Electronics	9 q.h.

GUIDELINE 2: The program should take into account the need for study in depth in at least one area of the high school industrial arts program.

*Six hours in advanced courses in at least each of two areas:

Industrial Arts 324	Leather	3 q.h.
Industrial Arts 464	Problems in Leather Techniques	3 q.h.
Industrial Arts 325	Ceramics	3 q.h.
Industrial Arts 465	Problems in Ceramics Techniques	3 q.h.

Industrial Arts 326	Art Metal	3 q.h.
Industrial Arts 466	Problems in Art Metal Techniques	3 q.h.
Industrial Arts 327	Jewelry	3 q.h.
Industrial Arts 467	Problems in Jewelry Techniques	3 q.h.
Industrial Arts 308	Production Techniques - Wood	3 q.h.
Industrial Arts 454	Period Furniture	3 q.h.
Industrial Arts 455	Contemporary Furniture	3 q.h.
Industrial Arts 311	Production Techniques - Metals	3 q.h.
Industrial Arts 404	Welding	3 q.h.
Industrial Arts 462	Materials	3 q.h.
Industrial Arts 312	Electronics, Advanced	3 q.h.
Industrial Arts 456	Communications	3 q.h.
Industrial Arts 209	Machine Drawing	3 q.h.
Industrial Arts 313-314	Architectural Drawing	6 q.h.
Industrial Arts 460	Industrial Design	3 q.h.
Industrial Arts 461	Industrial Illustration	3 q.h.

GUIDELINE 3: The program should include study in related areas, to give

an understanding of the basic objectives of industrial arts and the skills
necessary for their implementation.

*Mathematics 101	Introduction to Mathematics	3 q.h.
*Mathematics 102	Algebra	3 q.h.

*Mathematics 108	Trigonometry	5 q.h.
*Economics 200	General Economics	3 q.h.
*Physics 201-202-203	General Physics	12 q.h.

GUIDELINE 4: The program should include experiences in the techniques especially appropriate to the teaching of industrial arts.

Industrial Arts 308	Production Techniques, Wood	3 q.h.
Industrial Arts 311	Production Techniques, Metals	3 q.h.
Industrial Arts 401	Equipment and Maintenance, Wood	3 q.h.
* <u>or</u> Industrial Arts 402	Equipment and Maintenance, Metals	3 q.h.
*Industrial Arts 403	Organization and Equipment	3 q.h.
*Education 416	Teaching Industrial Arts	3 q.h.
*Education 475	Audio-Visual Instruction	3 q.h.

GUIDELINE 5: The program should include sufficient preparation for the later pursuit of graduate work in industrial arts.

A major of 69 quarter hours plus 61 hours from which elective courses may be chosen as interest, need, and time permit should prepare a student to pursue graduate study.

Library Science

The subject matter preparation program in library science includes a total of 45 quarter hours or approximately 25 per cent of a basic four-year program plus 9 q.h. in English above the general education requirements. The total program contains approximately 30 per cent of the basic program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide an extensive knowledge of books and other materials suitable for school purposes.

*Library Science 302-303	Reference	6 q.h.
*Library Science 305	Bases for Selection of School Library Materials	3 q.h.
*Library Science 306	Books and Materials for High School Libraries	3 q.h.
*Library Science 307	Books and Materials for Elementary School Libraries	3 q.h.
*Library Science 451, 452	Advanced Book Selection	6 q.h.
*Library Science 453, 454	Literature for Children and Young People	6 q.h.

GUIDELINE 2: The program should provide a knowledge of the principles and practices of organization and administration and their application to school libraries.

*Library Science 401, 402	Organization and Administration of the School Library	6 q.h.
*Library Science 403, 404	Cataloging and Classification	6 q.h.
*Library Science 450	Organization and Administration of Non-Book Library Materials	3 q.h.

GUIDELINE 3: The program should provide a concept of what constitutes a good school library program with its developmental and sequential aspects.

*Library Science 401, 402	Organization and Administration of the School Library	6 q.h.
*Library Science 450	Organization and Administration of the Non-Book Library Materials	3 q.h.

GUIDELINE 4: The program should provide an understanding of the services of libraries and their place in society.

*Library Science 301	Functions and Use of the Library	3 q.h.
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GUIDELINE 5: The program should provide sufficient preparation for the pursuit of later graduate study in library science.

A base for later graduate study in library science is provided.

Mathematics

A major in mathematics, required of all prospective secondary mathematics teachers, consists of a minimum of 51 quarter hours in mathematics above general education requirements and 12 quarter hours in General Physics. Some students satisfy the general education requirements by examination. The total of 63 quarter hours required represents about 35 per cent of the basic four-year program.

GUIDELINE 1: The program should take into consideration the sequential nature of mathematics and should provide the prospective teacher an understanding of some of the aspects of mathematics which his students will meet in subsequent courses.

*Mathematics 107	College Algebra	5 q.h.
(Presented from a modern viewpoint and may be satisfied by examination.)		
*Mathematics 108	Trigonometry	5 q.h.
(Presented from a modern viewpoint and may be satisfied by examination.)		
*Mathematics 211-212-213	Analytic Geometry and Calculus	15 q.h.
*Mathematics 321-322-323	Modern Algebra	9 q.h.

GUIDELINE 2: The program of mathematics should include a thorough college-level study of the subjects in mathematics included in the high school curriculum.

*Mathematics 321-322-323	Modern Algebra	9 q.h.
*Mathematics 382	College Geometry	3 q.h.
(This course considers geometric constructions, loci, similar and homothetic figures, medians, altitudes, bisectors, nine-point circle and other topics.)		
*Mathematics 483	Foundations of Geometry	3 q.h.

(A Study of axioms and postulates of geometries, quadrangular sets, nets, special theorems, groups, and affine geometry.)

Mathematics 343	Mathematics of Finance	3 q.h.
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GUIDELINE 3: The program should include additional upper-level work in mathematics, with courses chosen for their relevance to the high school curriculum.

*Mathematics 393	Probability	3 q.h.
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*Mathematics 491	Mathematical Statistics	3 q.h.
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Two courses selected from:		6 q.h.
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Mathematics 311-312	Differential Equations	6 q.h.
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Mathematics 461-462	Advanced Calculus	6 q.h.
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Mathematics 464-465	Numerical Analysis	6 q.h.
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Mathematics 468-469	Operations Analysis	6 q.h.
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Nine hours elected from the above and from:		9 q.h.
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Mathematics 341	History of Mathematics	3 q.h.
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Mathematics 343	Mathematics of Finance	3 q.h.
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Mathematics 453	Mathematical Logic	3 q.h.
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Mathematics 454	Digital Computers	3 q.h.
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Mathematics 459	Foundations of Arithmetic	3 q.h.
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GUIDELINE 4: The program should include work in areas related to mathematics.

Physics 201-202-203	General Physics	12 q.h.
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* or

Physics 204-205-206	General Physics	15 q.h.
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GUIDELINE 5: The program should include sufficient preparation for the later pursuit of graduate work in mathematics.

A major of at least 51 quarter hours in mathematics in addition to general education requirements should qualify a student to pursue graduate work.

Music

The subject matter preparation program for a prospective music teacher includes a minimum of 71 or 72 quarter hours.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide for a knowledge of the structural elements of music.

*Music 101-102-103	Basic Theory	9 q.h.
*Music 201-202-203	Intermediate Theory	12 q.h.
*Music 402	Form and Analysis	3 q.h.
Music 403	Choral Arranging	2 q.h.
* or		
Music 404	Instrumental Arranging	2 q.h.
*Music 405	Counterpoint	3 q.h.

GUIDELINE 2: The program should provide opportunities to acquire a sensitivity to and a critical awareness of the aesthetic elements of musical performance.

*Applied music in piano, voice or an instrument (including Senior Recital)		23 q.h.
*Applied music minor		6-9 q.h.
*Music 121-122-123	String Class	3 q.h.
*Music 125	Woodwind Class I	1 q.h.
*Music 126-127 (Instr. major only)	Woodwind Class II	2 q.h.
*Music 131	Brass Class	1 q.h.
*Music 132	Percussion Class	1 q.h.
*Music 133 (Instr. major only)	Brass and Percussion	1 q.h.
Music 128	Voice Class (taken by instrumental majors only)	1 q.h.

Students who major in a brass or woodwind instrument need not study that instrument in these classes.

GUIDELINE 3: The program should provide a comprehensive understanding of music history and literature covering the various eras of music.

*Music 116-117-118	Music Literature	3 q.h.
*Music 304-305-306	Music History	9 q.h.

GUIDELINE 4: The program should provide adequate training in teaching and conducting ensembles.

*Music 316	Choral Conducting	2 q.h.
*Music 317	Instrumental Conducting	2 q.h.

Each conducting student has opportunities to conduct "live" college music groups such as Marching Band, Concert Band, College Choir, Women's Glee Club, Symphony Orchestra, Appalachian Chorale, Male Chorus, and the Appatones.

All music majors must participate in an ensemble for eleven quarters.

GUIDELINE 5: The program should provide opportunities to acquire a functional command of the piano.

All music majors are required to take from 6 to 22 hours of private piano.

Each student must pass a piano proficiency examination consisting of playing accompaniments from the state adopted music books and community song books, improvising simple chordal accompaniments, and playing at least three or four line scores of instrumental or vocal parts simultaneously at the end of the second year. Failure to pass necessitates repeating the examination until the required proficiency has been attained.

GUIDELINE 6: The program should provide a conception of comprehensive program of music based upon sound philosophy, and an understanding of what music to teach and how to teach it at any grade level.

*Music 307	Music in the Elementary School	3 q.h.
*Music 308	Music in the High School	3 q.h.
Music 419	Instrumental Methods and Materials	
* or		
Music 420	Choral Methods and Materials	2 q.h.
Music 454	Problems in Elementary School Music	3 q.h.

(This course may be taken as an elective after completing student teaching.)

GUIDELINE 7: The program should provide sufficient preparation for the pursuit of graduate work in music.

A major of 71 or 72 quarter hours, including a wide variety of music courses, should be adequate preparation for later graduate study.

Physical Education and Health

The subject matter preparation for a prospective physical education and health teacher includes at least 62 quarter hours of physical education and health in addition to general education requirements.

GUIDELINE 1: The program should lead to the development of principles compatible with current educational philosophy.

*Physical Education 215	History of Physical Education	3 q.h.
*Physical Education 320	Principles and Philosophy of Health and Physical Education	3 q.h.
*Biology 104-105-106	General Biology	12 q.h.
*Physical Science 101-102-103	Man and His Physical Environment	9 q.h.
*Anthropology 210	General Anthropology	3 q.h.

GUIDELINE 2: The program should provide basic knowledge in the sciences.

*Biology 104-105-106	General Biology	12 q.h.
*Physical Science 101-102-103	Man and His Physical Environment	9 q.h.
*Physical Education 210	Human Anatomy	3 q.h.
*Physical Education 211	Human Physiology	3 q.h.
*Physical Education 212	Physiology of Muscular Activity	3 q.h.
*Physical Education 307	Kinesiology	3 q.h.

GUIDELINE 3: The program should provide for knowledge and competencies in regard to organizing, planning, administering, and evaluating the various aspects of the total program of physical education.

*Physical Education 312	Organization and Administration of Physical Education	3 q.h.
*Physical Education 410	Evaluation in Health and Physical Education	3 q.h.
*Physical Education 412	Care and Prevention of Athletic Injuries	3 q.h.
*Physical Education 450	Adapted Physical Education and Recreation	3 q.h.
*Health 103	First Aid and Safety	3 q.h.
Health 452	Safety Education	3 q.h.
Physical Education 451	Planning a Recreation Program	3 q.h.

GUIDELINE 4: The program should provide knowledge of and skills in a wide variety of activities; ability to analyze motor skills; and knowledge of methods and materials in teaching and coaching.

As a part of general education, majors in physical education and health must complete six activities out of the 24 activities provided.

During the sophomore, junior, and senior years, majors in physical education and health must complete six courses of skills and techniques from the following:

Physical Education 330	Gymnastics and Tumbling	3 q.h.
Physical Education 331	Aquatics	3 q.h.
Physical Education 332	Tennis and Badminton	3 q.h.
Physical Education 333	Dance	3 q.h.
Physical Education 334	Volleyball and Golf	3 q.h.
Physical Education 335	Track and Field for Women	3 q.h.
Physical Education 336	Track and Field for Men	3 q.h.
Physical Education 337	Basketball for Women	3 q.h.
Physical Education 338	Basketball for Men	3 q.h.
Physical Education 339	Field Hockey for Women	3 q.h.

Physical Education 340	Soccer and Related Sports for Women	3 q.h.
Physical Education 341	Soccer and Related Sports for Men	3 q.h.
Physical Education 342	Football	3 q.h.
Physical Education 343	Baseball and Softball	3 q.h.
Physical Education 344	Wrestling and Combatives	3 q.h.
Physical Education 350	Fundamental Movements	1 q.h.
Physical Education 351	Basic Rhythms	1 q.h.
Physical Education 352	Games for the Elementary School	1 q.h.

GUIDELINE 5: The program should develop knowledge and understandings

in the various aspects of healthful living.

*Health 101	Personal Health	3 q.h.
*Health 102	Family and Community Health	3 q.h.
*Health 103	First Aid and Safety	3 q.h.
Health 452	Safety Education	3 q.h.

GUIDELINE 6: The program should develop competencies that will enable the

teacher to plan or assist in planning and conducting programs of health services,
healthful living, and health instruction.

*Health 101	Personal Health	3 q.h.
*Health 102	Family and Community Health	3 q.h.
*Health 401	Methods and Materials in Health Education	3 q.h.
Physical Education 460	Contemporary and Comparative Health and Physical Education	3 q.h.

GUIDELINE 7: The program should include sufficient preparation for later

pursuit of graduate study in the area of physical education and health.

The institution and faculty consider this program adequate for later
graduate work.

Science

Credit for 18 to 24 quarter hours of science (three quarters each of biology and either chemistry or physics) is included in the general education requirements. Course requirements in each area range from 85 to 93 quarter hours which consist of approximately 40 per cent of the four-year program of preparation for a bachelor of science degree and certification as a teacher in one of four areas of concentration: science, biology, chemistry, or physics.

GUIDELINE 1: The program should take into account the necessity of having a broad foundation in biological and physical sciences and mathematics.

*Biology 104-105-106	General Biology	12 q.h.
Chemistry 101-102-103	General Chemistry	12 q.h.
* or		
Chemistry 104-105-106	General Chemistry and Qualitative Inorganic Analysis	13 q.h.
Physics 201-202-203	General Physics	12 q.h.
* or		
Physics 204-205-206	General Physics	15 q.h.
Mathematics 101-102-103	Introduction, Algebra, Probability	9 q.h.
* or		
Mathematics 107	College Algebra	5 q.h.
and		
Mathematics 108	Trigonometry	5 q.h.
		<u>68-73 q.h.</u>

(The above requirements are common to a major in each individual science area.)

GUIDELINE 2: The program should have depth in at least one area of science, with courses chosen for maximum relevance for the high school science curriculum.

Concentration in four areas are provided:

1. Science

*Biology 201-202-203	Zoology	9 q.h.
*Biology 204-205-206	Botany	9 q.h.

*Chemistry 106	Qualitative Inorganic Analysis	5 q.h.
*Chemistry 201-202-203	Organic Chemistry	12 q.h.
Physics 201-202-203	General Physics	12 q.h.
* or		
Physics 204-205-206	General Physics	15 q.h.
*Physics 215	Descriptive Astronomy	3 q.h.
*Geology 201-202	Physical Geology	6 q.h.
*Mathematics 211	Analytical Geometry and Calculus	5 q.h.
*12 hours elective in Science and/or Mathematics		<u>12 q.h.</u>
		73-76 q.h.

2. Biology

A major in biology consists of 48 quarter hours, in addition to general education requirements, Physics 201-202-203, and Chemistry 104-105-106.

*Biology 201-202-203	Zoology	9 q.h.
*Biology 204-205-206	Botany	9 q.h.
*Biology 301	Animal Physiology	3 q.h.
*Biology 307	Vertebrate Anatomy	3 q.h.
*Biology 308	Bacteriology	3 q.h.
*Biology 309	Embryology	3 q.h.
*Biology 454	Genetics	3 q.h.
*Biology 455	Plant Physiology	3 q.h.

Three electives may be chosen from the following providing that Biology 104-105-106 was chosen in the general education requirements; otherwise, all four courses will be chosen:

Biology 401	Problems and Projects in Biology	3 q.h.
Biology 451	Ornithology	3 q.h.

Biology 452	Microtechnique	3 q.h.
Biology 453	Histology	<u>3 q.h.</u>
		48 q.h.

3. Chemistry

A major in chemistry consists of a minimum of 45 to 49 quarter hours in chemistry and mathematics.

*Mathematics 211-212-213	Analytic Geometry and Calculus	15 q.h.
*Chemistry 104-105	General Chemistry	8 q.h.
*Chemistry 106	Qualitative Inorganic Analysis	5 q.h.
*Chemistry 201-202-203	Organic Chemistry	12 q.h.
*Chemistry 301-302-303	Physical Chemistry	12 q.h.
*Chemistry 401	Volumetric Quantitative Analysis	4 q.h.
*Chemistry 402	Gravimetric Quantitative Analysis	<u>4 q.h.</u>
		37 q.h.
*Electives chosen from the following courses:		8-12 q.h.
Chemistry 404	Advanced Inorganic Chemistry	3 q.h.
Chemistry 406	Special Projects	2-4 q.h.
Chemistry 450	Qualitative Organic Analysis	4 q.h.
Chemistry 452	Advanced Analytical Chemistry	4 q.h.
Chemistry 454-455	Biochemistry	8 q.h.
Chemistry 458-459	Organic Preparations	4 q.h.

4. Physics

A major in physics consists of a minimum of 48 quarter hours in physics and mathematics beyond the general education requirements.

*Physics 204-205-206	General Physics	15 q.h.
*Physics 301	Mechanics	4 q.h.
*Physics 302	Heat and Thermodynamics	3 q.h.

*Physics 303	Electricity and Magnetism	4 q.h.
*Physics 315	Optics	4 q.h.
*Physics 320	Modern Physics	3 q.h.
*Physics 404	Nuclear Physics	3 q.h.
*Physics 425	Kinetic Theory of Gases	3 q.h.
*Physics 440-441-442	Experimental Physics	4-6 q.h.
*Mathematics 211-212-213	Analytical Geometry and Calculus	15 q.h.
*Mathematics 311-312	Differential Equations	6 q.h.
Physics 310	Sound and Ultrasonics	4 q.h.
Physics 403	Electronics	4 q.h.
Physics 415	Reactor Physics I	3 q.h.
Physics 416	Reactor Physics II	3 q.h.
Physics 430	Advanced Mechanics	3 q.h.
Physics 435	Advanced Electricity and Magnetism	3 q.h.
*Physics 450	Seminar	Variable credit

GUIDELINE 3: The program should include a sufficient basis and preparation for later graduate study in a particular science.

The chairman of each science department offering the master's degree (Biology and Chemistry) indicated that sufficient graduate and senior-graduate courses are available to satisfy this requirement.

Social Studies

In addition to 21 quarter hours in general education, a major in social science consists of a minimum of 60 quarter hours.

GUIDELINE 1: The program should provide a study in depth, at the college level, of courses included in the high school curriculum.

*History 101, 102, 103	World Civilizations	9 q.h.
*History 201, 202, 203	History of the United States	9 q.h.
*History 305	Current History	1 q.h.
*History 306	North Carolina Social Studies	3 q.h.

Six consecutive hours from:

History 301, 302, 303	History of England	6 q.h.
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Six hours elected from the following:

History 405	Economic History of the United States	3 q.h.
History 410	Cultural History of the United States	3 q.h.
History 452, 453	North Carolina History	6 q.h.
History 454	Nineteenth Century Europe	3 q.h.
History 455	Recent Europe	3 q.h.
History 456	Colonial America	3 q.h.
History 457	History of Modern Russia	3 q.h.
History 460	The Middle Ages	3 q.h.
History 461	Renaissance and Reformation	3 q.h.
History 462, 463, 464	History of Latin America	9 q.h.
History 465	History of the Far East	3 q.h.
History 470	History of the Romans	3 q.h.
History 471	History of Greece	3 q.h.
History 475	Recent History of the United States	3 q.h.

GUIDELINE 2: The program should take into account the necessity of having

breadth in the social studies.

*Economics 201, 202, 203	Principles of Economics	9 q.h.
*Geography 101	Physical Geography	3 q.h.

*Geography 102	World Regions	3 q.h.
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Three hours elected from the following courses in Geography:

Geography 103	Economic and Commercial Geography	3 q.h.
Geography 210	Weather and Climate	3 q.h.
Geography 301	Geography of Europe	3 q.h.
Geography 302	Geography of South America	3 q.h.
Geography 303	Geography of Asia	3 q.h.
Geography 304	Geography of Africa	3 q.h.
Geography 305	Geography of Russia	3 q.h.
Geography 306	Geography of Middle America	3 q.h.
Geography 401	Conservation of Natural Resources	3 q.h.
Geography 410	Maps and Aerial Photographs	3 q.h.
Geography 451	Geography of the South	3 q.h.
*Political Science 201	American National Government	3 q.h.
*Political Science 203	American State and Local Government	3 q.h.

Three hours elected from Political Science 202 through 462 3 q.h.

*Sociology 201	General Sociology	3 q.h.
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Three hours elected from Sociology 202 through 460.

*Anthropology 210	General Anthropology	3 q.h.
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*English 301, 302, 303	American Literature	9 q.h.
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Social Studies electives to complete 18 quarter hours concentration in at

least one area other than history.

GUIDELINE 3: The program should enable the prospective social studies

teacher to pursue graduate studies in one or more areas in the field of the

social studies.

A student who has completed a minimum of 60 quarter hours in the social studies should be prepared to pursue graduate study later.

Speech

A major in Speech must complete a minimum of 51 quarter hours in Speech and related courses above general education requirements.

GUIDELINE 1: The program should provide specialized study at the college level of the fundamentals of speech.

*Speech 101	Fundamentals of Speech	3 q.h.
*Speech 304	Phonetics	3 q.h.
*English 101-102-103	Grammar and Composition	9 q.h.
English 307	Advanced English Grammar	3 q.h.
* or		
English 401	Advanced English Grammar	3 q.h.

GUIDELINE 2: The program should provide knowledge of and skill in a wide variety of such speech areas as public address, discussion, debate, oral reading, theater, radio and television, and parliamentary speech.

*Speech 205	Argumentation and Debate	3 q.h.
*Speech 207	Public Speaking	3 q.h.
*Speech 308	Discussion and Parliamentary Procedure	3 q.h.
Speech 455	Public Address	3 q.h.
*Speech 206	Interpretative Reading	3 q.h.
English 304	Contemporary American Literature	3 q.h.
English 452	Shakespeare's Comedies	3 q.h.
English 453	Shakespeare's Tragedies	3 q.h.
Art 104	Design	3 q.h.
*Speech 303	Fundamentals of Acting	3 q.h.

Speech 310	History of the Theatre	3 q.h.
*Speech 401	Play Production	3 q.h.
*Speech 402	Play Directing	3 q.h.
*Speech 306	Introduction to Broadcasting	3 q.h.
Speech 415	Radio and Television Program Production	3 q.h.

GUIDELINE 3: The program should provide for an introduction to speech correction.

*Speech 305	Introduction to Speech Correction	3 q.h.
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Six additional hours in Speech Correction or other related areas.

Speech 450	Speech Pathology	3 q.h.
Speech 453	Audiometric Testing	3 q.h.
Speech 458	Clinical Methods in Speech Correction	3 q.h.

Students have the opportunity to participate in a full program of forensics; in theatre work as actors, costuming and makeup, designers, directors, technicians; and in radio programs.

GUIDELINE 4: The program should be sufficient for later graduate work in speech.

A student who has completed a minimum of 51 quarter hours in speech should be prepared to pursue graduate study later.

Special Education

Preparation for teaching in the areas of special education includes a total of 90 quarter hours further categorized into the following areas: Introduction, 15 q.h.; Mental Retardation, 24 q.h.; Speech and Hearing, 18 q.h.; and 33 q.h. in ancillary offerings and requirements.

GUIDELINE 1: The program should include an introduction to all areas of

Special Education.

*Education 320	Introduction to Exceptional Children	3 q.h.
*Industrial Arts 458	Crafts for the Handicapped	3 q.h.
*Physical Education 450	Adapted Physical Education and Recreation	3 q.h.
*Psychology 460	Psychology of the Handicapped	3 q.h.
*Speech 305	Introduction to Speech Correction	3 q.h.

GUIDELINE 2: The program should require a depth in study sufficient to

assure competence in the area of concentration.

(Mentally Retarded)

*Education 451	The Educable Mentally Retarded	3 q.h.
*Education 452	The Trainable Mentally Retarded	3 q.h.
*Education 454	Curriculum for the Mentally Retarded	3 q.h.
*Education 404	Student Teaching with the Mentally Retarded	15 q.h.

Approximately 12 per cent of the undergraduate program is devoted to courses
in the area of mental retardation.

(Speech and Hearing)

*Speech 305	Introduction to Speech Correction	3 q.h.
*Speech 304	Phonetics	3 q.h.
Speech 410	Speech Pathology	3 q.h.
Speech 411	Audiology & Audiometry	3 q.h.
Speech 412	Clinical Methods in Speech Correction	3 q.h.

Speech 460

Speech Problems of
Exceptional Children

3 q.h.

Approximately 9 per cent of the undergraduate program is devoted to the area of speech and hearing.

GUIDELINE 3: The program should include work related to the areas of concentration.

*Psychology 201	General Psychology	3 q.h.
*Education 301, 302, 303	The School	9 q.h.
*Psychology 301, 302, 303	The Pupil	9 q.h.
*Library Science 304	Children's Literature	3 q.h.
Education 401	Reading in the Primary Grades	3 q.h.
* or		
Education 402	Reading in the Grammar Grades	3 q.h.
*Education 403	Mathematics in the Elementary Grades	3 q.h.
*General Science 401	Methods of Elementary School Science	3 q.h.
*Health 401	Methods and Materials in Health Education	3 q.h.
*Education 306	Writing in the Elementary School	3 q.h.
*Education 456	Measurement and Assessment	3 q.h.

GUIDELINE 4: The program should provide sufficient preparation for the later pursuit of graduate study in the area of concentration.

Courses provided are adequate for later graduate work.

C. Professional Education

The program of required professional education courses totals 42 quarter hours (21 per cent of 195 quarter hours) in the elementary education curriculum and 33 quarter hours (17 per cent of 195 quarter hours) in the curricula leading to secondary school and special subject certification.

The professional education courses are arranged in a sequence with pre-requisites and corequisites. An effort has been made to treat the psychology and education courses in a block taught in two consecutive hours but the administration of the block has kept this from being fully carried out. The subject matter of the courses is varied to take care of the level, and the students are sectioned according to level. Different textbooks were used for the different levels and observation, participation, and special assignments were made with level in mind. Individual courses are entered in this report under more than one guideline to identify accurately the true scope of the professional education program.

GUIDELINE 1: The professional education program should provide an understanding of the normal sequence of human growth and development, with special emphasis on the pupils of the school age to be taught.

*Psychology 301, 302, 303 (The Pupil) 9 q.h.

Psychology 301 deals with child growth and development or adolescent growth and development, 302 is essentially educational psychology, and 303 is mental hygiene.

GUIDELINE 2: The professional education program should provide an understanding of the nature of learning, the learning process, and the psychology of learning.

*Psychology 301, 302, 303 (The Pupil) 9 q.h.

GUIDELINE 3: The professional education program should provide an understanding of methods, special techniques and materials appropriate to the specific levels or areas of the prospective teacher's subject matter concentration, and skill in applying them in a classroom situation.

Elementary Curriculum

*Education 303	The School (Elementary)	3 q.h.
Education 401	Reading in the Primary Grades	3 q.h.
* or		
Education 402	Reading in the Grammar Grades	3 q.h.

*Education 403	Mathematics in the Elementary School	3 q.h.
*Education 306	Writing in the Elementary School	3 q.h.
*General Science 401	Methods of Elementary School Science	3 q.h.
*Art 202	Art in the Elementary School	3 q.h.
*Music 301-302-303	Music for Classroom Teachers	6 q.h.
*Physical Education 214	Physical Education for the Elementary School	3 q.h.
*Health 401	Methods and Materials in Health Education	3 q.h.

Electives may be selected from:

Education 304	Social Studies in the Elementary School	3 q.h.
Education 305	Language Arts in the Elementary School	3 q.h.
Education 456	Measurement and Assessment	3 q.h.
Education 466	Instructional Materials	3 q.h.
Education 475	Audio-Visual Instruction	3 q.h.

High School and Specialization Curricula

A methods course or courses in the area of concentration selected from the following:

Art 415	Art in the Secondary School	3 q.h.
Education 307	Music in the Elementary School	3 q.h.
Education 308	Music in the Secondary School	3 q.h.
Education 408	Teaching High School Mathematics	3 q.h.
Education 409	Teaching High School	3 q.h.
Education 410	Teaching High School Social Studies	3 q.h.

Education 411	Teaching High School English	3 q.h.
Education 412	Teaching Foreign Languages	3 q.h.
Education 413	Teaching Home Economics	3 q.h.
Education 414	Teaching Physical Education	3 q.h.
Education 416	Teaching Industrial Arts	3 q.h.
Education 417	Teaching Business Education	3 q.h.
Education 418	Teaching Speech	3 q.h.
Education 419	Instrumental Methods and Materials	2 q.h.
or		
Education 420	Choral Methods and Materials	2 q.h.

Electives may be selected from:

Education 456	Measurement and Assessment	3 q.h.
Education 466	Instructional Materials	3 q.h.
Education 475	Audiovisual Instruction	3 q.h.

GUIDELINE 4: The professional education program should provide an understanding of the purpose, organization and administration of the school systems, with special emphasis on the school teacher in the total education program.

*Elementary Curriculum 301, 302, 303	9 q.h.
*High School and Specialization 301, 302	6 q.h.

GUIDELINE 5: The professional education program should provide a broad historical, philosophical, and sociological orientation to schools in our society and to the profession of teaching.

Elementary Curriculum

*Education 301, 302, 303	The School	9 q.h.
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Secondary Curriculum

*Education 301, 302	The School	6 q.h.
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GUIDELINE 6: The professional education program should provide an extended period of continuous full-time student teaching experience in the grade levels or subjects to be taught.

Education 405	Student Teaching: Elementary School	15 q.h.
Education 407	Student Teaching: High School	15 q.h.
Education 404	Student Teaching: Special Subject	15 q.h.

STANDARD V--PROFESSIONAL LABORATORY EXPERIENCES

A. Laboratory Experiences Prior to Student Teaching

Professional laboratory experiences prior to student teaching are required as a part of the students' professional work, and are provided also in some of the academic courses offered by various departments. Many students take advantage of the opportunities for observation in schools in their home communities before the opening of the College in the fall, after the close of the College in the spring, and during vacation periods. Others gain experience with groups of children or adolescent groups through summer employment or volunteer activities with such agencies as children's camps, municipal playgrounds, or church groups. However, no specific observation or participation of this nature is required.

Elementary education students in the junior year courses devote a minimum of 20 clock hours per quarter during the entire year to professional laboratory experiences, including school participation, community experiences, and observation of individual children and groups of children in at least 10 different non-school situations. Additional laboratory experiences are required in the methods courses.

Students preparing to teach at the secondary level have, until recently, spent approximately 10 hours per quarter (in their respective areas of concentration) working directly with pupils and other school personnel in Appalachian High School. Crowded conditions in the high school at the present time make these direct experiences for all students impractical. Therefore, they are now being supplemented by the use of closed-circuit television used to observe classroom procedures televised at the high school. This program is still in the experimental stage. It is being evaluated and plans are being made to extend and improve the program to supplement the direct experiences in the high school.

Nearly all of the school observation and/or participation experiences are provided (either directly or through the medium of closed-circuit television)

in the laboratory schools located on the College campus. Community experiences are carried out in the town of Boone, in the home community of the student involved, or elsewhere.

B. Organization for the Administration and Supervision of Student Teaching

The program of student teaching is under the direction of a faculty member of the Department of Education, the Director of Student Teaching. He is assisted by four full-time and six part-time faculty members in the supervision of student teachers. All of these college supervisors have taught in the public schools, and most have worked on both the elementary and secondary levels.

Most of the students engage in student teaching in selected off-campus public schools. Arrangements for the schools are made with the superintendents. In general, the principals of these schools and the College supervisors select the supervising teachers.

Only a few students (six elementary and four high in spring of 1964) engage in student teaching in the Boone schools, and these are selected because of special circumstances. It is believed that better use can be made of these schools by keeping them relatively free for observation and participation.

The supervisory personnel in the cooperating schools are oriented in several different ways. At the time the student teacher is placed, the College supervisors have conferences regarding the student teaching program. A copy of the Handbook for Supervising Teachers and the student teacher's application are left with the supervising teacher at the time of placement. Special College classes are offered at the College for prospective supervising teachers. A tuition-free two-week seminar is offered during the summer to those supervising teachers who work with the student teachers.

C. The Student Teaching Program

The following conditions must be met prior to student teaching:

1. A formal application must be filed.

2. A student must have an over-all quality point average of 2.00 one quarter in advance of student teaching and must have met all screening requirements.
3. A student must have the recommendation of his academic adviser and the approval of the chairman of the department in which he is majoring.
4. A student must have the approval of the Chairman of the Department of Education.
5. Each applicant must agree to give full time, one quarter, to student teaching.

The Committee on Student Teaching and Placement reviews cases and makes recommendations concerning students who may be ineffective as teachers.

During 1963-64, a total of 563 students enrolled for student teaching. They were distributed as follows: Summer 1963--47, Fall 1963--159, Winter 1963-64--170, Spring 1964--187.

A student who performs successfully spends a full quarter in student teaching and earns 15 quarter hours credit. If a student teacher fails to perform properly, and it appears that the children are not benefiting, the student teacher may be withdrawn. Three students were withdrawn during the winter of 1963-64.

During the period of student teaching, a student spends from 11 to 12 weeks, five (or more) days per week, eight hours per day participating in the activities of the regular teacher.

Student teaching may be done any quarter of the senior year or, for those graduating in three years, during the ninth quarter.

The College supervisors visit the student teachers as often as possible. The number of visits to each student teacher varies but is never less than five visits. In some instances (where problems exist), a student teacher may be visited more

than one time per week. During each visit, a conference is arranged with the student teacher and supervising teacher.

The ratio of student teachers to full-time supervisory staff has been from 18 to 23 within recent years. In equating the load for those who are not full-time supervisors, each student teacher is counted as three-fourths of one quarter hour.

D. Criteria for Selecting Off-Campus Cooperating Schools

The following are generally the basis of consideration for selecting a cooperating school:

1. The administrators and faculty of the school must be willing to participate in the teacher education program.
2. The school should be doing a "good" job, as determined by the College and by reputation.
3. The school must be accredited by the State Board of Education and preferably by the Southern Association of Colleges and Schools.
4. The school must be located within a radius of approximately 150 miles of Boone and be in North Carolina.
5. Preference is given to schools located near other cooperating schools.

E. Criteria for Selecting Supervising Teachers

The College does not enter, in a direct sense, into the selection of supervising teachers in two of the larger school units where its student teachers are placed (Charlotte-Mecklenburg and Winston-Salem/Forsyth). However, in all cases the college attempts to ascertain if a supervising teacher meets the following criteria and requests the cooperating school administration to do the same.

The most desirable supervising teacher has:

1. A class "A" or higher certificate

2. Three or more years of successful teaching
3. At least one year of successful experience in his present school
4. A real desire to contribute to the profession
5. Good discipline among his pupils
6. The ability to get along well with staff members and other people
7. The willingness to aid a student teacher, rather than abuse or exploit one
8. Attended a workshop devoted to student teaching, if possible
9. An understanding of, sympathy with, and respect for the problems of the beginning teacher.
10. A realization that there are a variety of methods and procedures.

A supervising teacher is usually called on only one time per school year to work with a student teacher. Only three of this year's 563 student teachers were placed with supervising teachers who had supervised another student teacher during the year.

F. Evaluation of Student Teachers

The program is constantly evaluated through conferences with supervising teachers and student teachers. During each quarter a seminar is held on campus. At this time the students are given an opportunity to summarize the strengths and weaknesses of their entire teacher education program. At the end of the student teaching experience, the student teachers fill out a comprehensive rating sheet evaluating the student teaching experience. Random individual research projects are conducted by faculty members.

The method of grading student teachers was recently changed from "A", "B", "C", "D", or "F" to a "S" and "U" system. Under this system, quality points are not given for student teaching.

STANDARD VI--FACILITIES, EQUIPMENT, AND MATERIALS

A. Building Facilities and Equipment

The Education-Psychology Department is presently housed in an elementary school building built in 1925, which contains a total of 16,800 square feet of floor space, shared with the Audiovisual Center, Placement Office, and Reading Center.

1. Classrooms and Offices

There are 17 classrooms and 17 offices in the Education Building. Thirteen classrooms are used for class instruction in education-psychology and all 17 offices are used by the Education-Psychology Department faculty. One office is shared by two faculty members. All others have individual offices. All offices are equipped with appropriate equipment but some are converted cloak rooms, located in the rear of classrooms where they are accessible only by using the classroom as a passageway. Several offices have been formed by partitioning available space. The classrooms are equipped with the usual classroom furnishings, electrical outlets, and facilities for use of projectors. One large classroom is used principally for observing classroom activities in the Appalachian High School via closed-circuit television. A second large classroom on the first floor, a converted gymnasium, is used by large classes in education and psychology. Four rooms are classified as service or storage rooms. All rooms reflect the age and general condition of the building.

There is a central duplicating service, available to all departments and faculty members. In addition, other facilities for producing and duplicating materials are available in the Education Building.

Each department receives an allocation of funds for supplies and equipment. The Education-Psychology Department is allocated about \$2,950.00 per year for supplies and \$3,400.00 for equipment (1963-64).

2. Reading Center

The Reading Center occupies the third floor of the Education Building.

The Freshman Developmental Reading Program, Graduate Program in Reading, Diagnostic and Remedial Work in Reading, and several methods courses in reading are part of the Reading Center.

The three offices and a reception room for staff members are equipped with standard office furniture--typewriters, files, tables, chairs.

Four classrooms are used for the Center. Two of these rooms accommodate 35 students each and are furnished and equipped for freshman reading. They have booths, tables, chairs and are equipped for projection materials. One room, which accommodates 45 students, is used for methods courses in reading and is equipped for projection materials. Another room serves as a combination classroom, clinic, and materials room for reading. In this room are sets of Basal Readers, workbooks, manuals, reference books, sets of books, trade books, remedial reading materials, achievement tests, diagnostic reading tests, group and individual intelligence tests, clinical tests, reading laboratories, and skill building materials. Two small clinic rooms are used for diagnostic testing and remedial work.

The reading equipment and materials are up to date and adequate. Included in the equipment are telebinocular, orthorater, audiometer, projectors, reading eye, hand-eye coordinator, controlled readers, tachistoscopes, skimmer, Craig Reader, tape recorder, magnifying projector, opaque projector, overhead projector, record players, reading rate controllers, time lapse indicators, screens, maps, globes, films, and recordings.

3. Placement Services

Placement Services occupy two offices with standard equipment on the main floor of the Education Building.

4. Audiovisual Center

The Audiovisual Center is housed throughout the lower floor of the Education Building. An extensive pool of equipment is stored and circulated from this Center. However, other equipment in adequate number is placed in the various buildings so that use of the media will not be delayed in the transportation of all equipment from the Center to the various buildings on campus. Space is provided for projection activities in the various classroom buildings where the rooms are equipped with permanently mounted screens of adequate size. The amount of use varies with different departments according to the philosophy and interest of the personnel within these departments.

The Audiovisual Center, in addition to the equipment service, also provides an equipment repair service.

Materials are locally produced for specialized instruction by the personnel of the Audiovisual Center and commercially prepared materials are stored and circulated from the Film Library of the Audiovisual Center. Space is provided in the Center and in certain buildings on campus so that the instructor may produce his own material. There appears to be an extremely large amount of material used in the instructional program.

In a visitation to the Science Building, Physical Education Building, Social Studies and Foreign Language Building, and Music Building, evidences of good audiovisual utilization techniques were observed, and the majority of the equipment appears to be in use most of the time.

B. Campus Laboratory Schools

The Boone public schools are considered as campus laboratory schools. The elementary school (1-8 grades) is housed in one building. There has been an increase in enrollment beyond the capacity of the building. Hopes are high that grades 7-8 will be moved soon into a junior high school area.

The building was clean and orderly. The rooms were attractive, colorful and indicative of creativity on the part of the teachers. Many classrooms are equipped with one-way observation booths enabling prospective teachers to view pupil behavior and classroom procedures without detection by pupils. To alleviate crowding, observations of classes can be made by the closed circuit television system.

The high school is housed in an old building built to house a student body of 350. The current enrollment is approximately twice that size. Classrooms are small, overcrowded with seats, and permit little opportunity to add teaching devices, equipment, or references for classwork. The building is drab and noisy due to lack of sound insulation. Some new movable equipment is in evidence but much is old, built-in, and difficult to replace.

There is little space available for observation on the part of student teachers although most of the observation is done in this school for the secondary school majors. The closed circuit TV, however, alleviates the situation to a degree. Instructors are willing to remain after school hours to work with the small number of student teachers, who need to make special preparations for the following day.

C. Library Resources

The College Library contains 116,000 volumes and is growing at the rate of approximately 10,000 volumes a year. Approximately 22,500 volumes are in education and psychology. Heads of the various departments, faculty members, and members of the library staff participate in building up the book collection. Educational bibliographies and various indexes are carefully checked and the collection is kept up to date with selections which educational authorities judge as best in the field. Subject matter areas are kept up to date in a similar way.

The library maintains a collection of educational handbooks and yearbooks, reports on conferences, and similar materials. The library is also a Depository Library for Government documents.

The library subscribes to 516 periodicals and, of this number, 145 are in professional education. The growing collection of microfilm and microcards provides valuable research resources to students.

In the fiscal year ending June 30, 1963, approximately \$46,700 was spent for books. Approximately \$10,000 of this total was spent for books in professional education, amounting to approximately 20 per cent of the library budget.

The library will seat 315 students or about 10 per cent of the total enrollment and has 24 study carrels.

D. Curriculum Laboratory

The Curriculum Laboratory, housed on the ground floor of the library, has seating capacity for 60 students. It contains more than 1,000 elementary textbooks, 550 high school textbooks; 2,300 curriculum guides and units of work, 275 standardized tests, 900 filmstrips, 3,500 colored slides, 50 recordings, and 100 professional books. These materials are properly cataloged, classified, and shelved for ready access. The Laboratory has seating capacity for 60 students and is used primarily by upperclassmen at the College. It is under the direction and supervision of the College Library and is staffed by a full-time qualified librarian.

E. Juvenile Library

The Juvenile Library, which is a part of the College Library, operates as a departmental library under the direction and supervision of the Library Science Department. It is located on the ground floor of the College Library in the Library Science quarters and contains over 10,000 books for children and young people plus a collection of 210 filmstrips and 145 recordings. All library science students, elementary education majors, and several subject area departments use

the Juvenile Library resources to satisfy class assignments. It will seat only 24 students out of approximately 1,000 students who need ready access to it.

F. Contemplated Changes

A new classroom building now under construction and scheduled to be completed by June 1965 will replace the present Education Building. The Education-Psychology Department will occupy the first two floors of the new building. The new building will have all types of modern facilities with well-planned audiovisual facilities and resources. More space will be available for professional instruction, the audiovisual center, the reading center, and placement services. Space also will be provided for special education and guidance and testing services.

Consideration is being given to either making additions or renovations to the present library or constructing a new library of adequate size. Funds in the amount of \$890,000 were provided in 1963 by the North Carolina Legislature to make additions and renovations, but recently, three nationally known library consultants studied present library facilities and recommended construction of a new library.

G. Academic Area Facilities, Equipment, and Materials

Art

The Art Department occupies seven classroom-laboratories in the Fine Arts Building. Two offices are available to the staff. One is occupied by the Chairman of the Art Department and the other by two staff members. The offices are equipped with the usual filing cabinets, desks, bookshelves, etc. The classroom-laboratories are equipped with drawing tables, looms, kilns, warping bars, drawing horses, easels, shadow boxes, sinks, paper cutters, tool cabinets, screens, Carousel projector, and overhead projector.

The lower floor hall and the entrance to the building are used as a gallery for student art and for visiting exhibits.

Business Education

The Business Education Department at present is temporarily housed but will move into new quarters before September, 1964. A building is being renovated specifically for two departments--Business Education and Mathematics. The department is presently operating with five classrooms and five offices. The new quarters provide for six classrooms for the exclusive use of business education, with two additional lecture rooms to be shared with mathematics. An additional small room is also provided for an audio laboratory. The plans provide for seven faculty offices, with an additional office for the department secretary.

Classrooms in the new location will be equipped throughout with new furniture. The present faculty offices are equipped with new desks and with the needed filing cabinets, bookcases, and typewriters.

Three of the present classrooms are special purpose rooms--two typewriting and transcription rooms and one office machines room. The typewriting rooms are equipped for 30 to 34 stations, one with electric typewriters in the main and the other with manual typewriters. The department has an inventory of 123 typewriters, 27 of which are electric.

The office machines room is well equipped. Substantially all equipment is under maintenance contract, with service reported as reasonably adequate. Plans call for the acquisition of considerable new equipment upon removal to new quarters in September, 1964. In the main, the planned acquisitions will be replacements rather than additional machines.

The library materials pertinent to Business Education seem adequate and major periodicals have been requisitioned.

English

The English Department has seven classrooms and eight offices on the ground floor of the Administration Building. Each classroom is equipped with a lectern or table, armchairs, chalkboards, and electrical outlets. Each office is shared by two faculty members and contains the standard equipment. The department also owns slide and opaque projectors, movie projectors, record players, portable tape recorders, etc.

Foreign Language

Two classrooms, equipped with lecterns, desks, chalkboards, electrical outlets, maps, projection screens, black-out blinds, acoustical ceiling treatment, and speakers installed in the ceiling, are available in the Administration Building for the Foreign Language Department. There are two offices for four staff members and secretaries in the same building. The part-time staff member has an office in the men's old gymnasium. The department has a 30 booth language laboratory, each booth being equipped with tape recorders. The department has a good supply of taped materials and blank tapes for practice and listening.

Home Economics

The Home Economics Department occupies a building completed in the spring of 1962. It contains three lecture rooms, two combination lecture-laboratories, four laboratories, a dining room, a conference room, faculty lounge, and seven offices.

The food laboratory has six unit kitchens that will accommodate four girls each. Each kitchen is equipped with range, sink, and cabinets. Two refrigerators and two freezers accommodate the six unit kitchens. One kitchen has a food disposal and a demonstration table. The others have four tables with six chairs each.

The dining room is equipped with table, twelve chairs, and buffet. The textiles laboratory is equipped with ten adjustable tables, twenty chairs, washer and dryer, sink, and cabinets with chemical resistant tops.

The clothing laboratory is equipped with six large tables, sixteen chairs, thirteen sewing machines, a fitting area, three ironing boards, three dry-steam irons, ample wall storage, sink, and necessary small equipment for teaching courses in beginning and advanced clothing construction.

The lecture-laboratory for teaching household equipment and home management principles is equipped with four electric ranges, two gas ranges, two automatic washers, two automatic dryers, one non-automatic washer, two ironers, two refrigerators, built-in cabinet storage, three sinks, and adequate small appliances.

A complete inventory of all equipment and furnishings is on file in the office of the chairman of the department.

Industrial Arts

Six well equipped laboratory-shops, which also serve as classrooms, are available in the Industrial Arts Building. All four faculty members have separate offices in the administrative section of the building.

Audiovisual equipment and materials are adequate. Materials, including the budget for the purchase of expendable supplies, are adequate for the present enrollment. The central library contains sufficient reference books and materials suitable for the industrial arts program and secures additional materials as needed.

The Industrial Arts Building is well designed, well equipped, and maintained in an excellent condition.

Library Science

Two classrooms, equipped with desks, tables, filing cabinets, book shelves, bulletin boards, chalkboards, and electrical outlets are available on the ground floor of the College Library for the Library Science Department. One laboratory-study room equipped with desks is used by students for study. Two students are

assigned to each desk. There are two offices for the regular full-time faculty members and a small office for a part-time student secretary. A small typing room equipped with twelve tables and twelve typewriters is provided for student use. One small storage room is available to the Department.

The Juvenile Library, located on the ground floor of the College Library, contains over 10,000 books for children and young people and a collection of 210 filmstrips and 145 recordings. These resources are used extensively by library subject area majors. The facility will seat 24 of the approximately 1,000 students who need to have access to it. The Juvenile Library is under the direction and supervision of the Library Science Department.

The Library Science students have ready access to the Curriculum Laboratory, the College Library, Audiovisual Center, and the two laboratory school libraries.

Mathematics

The Department of Mathematics uses five classrooms. The staff of the department occupies seven offices. One office is used by six graduate assistants. The offices are furnished with desks, chairs, filing cabinets, and bookcases.

The department has two typewriters, one spirit process duplicating machine, two overhead projectors with tripod mounted screens, a paper tape desk calculator, and a rotary desk calculator. There are also instructional aids such as transparencies for the projector, models for the projector, models for use in geometry, and several blackboard drawing sets. The department has an Educational Analog Computer with an associated function generator. There is also available for the department's use in instruction and research an IBM 1620 digital computer and the necessary peripheral equipment.

All facilities and equipment are used for both undergraduate and graduate instruction. The only exception is the office space assigned to graduate assistants.

The old Science Building will be remodeled this summer providing additional space and better facilities for the department. One classroom and two offices will be added.

Music

The Music Department is housed in the Fine Arts Building and shares space with the Art Department. There are 16 practice rooms, eight studios, three classrooms and an auditorium with a seating capacity of 500. There are two rehearsal rooms for instrumental groups and one for choral organizations. The stage of the auditorium is used for organ practice and instruction. There are storage rooms for instruments, uniforms, and music supplies. A library containing reference books and music scores is provided for student use.

The chairman of the department has a private office which includes an outer office for a secretary who serves the entire faculty. Applied music teachers use their studios for office purposes, others share a small office.

Materials, equipment, and library holdings in music are adequate for the program.

Physical Education and Health

Buildings used by the Department of Physical Education consist of the Physical Education Building, the Women's Old Gym (soon to be torn down), and the Men's Old Gym (soon to be torn down). A new Physical Education Building was approved by the Legislature in 1963, to be financed mainly by money provided by the Legislature and in part from student fees. The new building, now being planned, will provide badly needed facilities for the physical education program for women.

There are 11 offices in the present Physical Education Building, all small except one used by the senior member of the staff. One office is used by the Business Manager of Athletics. There is a large temporary office in the basement

where the Intramural Office and men graduate assistants have space. Women graduate assistants share office space with staff members.

There are six classrooms of the usual type accommodating 40 students each and a large audiovisual room which is also used for lectures and classes.

Physical education teaching space is available in the Physical Education Building, where one large gymnasium with stage and storeroom, a pool large enough to teach classes of thirty students, and a conditioning room used for tumbling and wrestling are available. There is one gym floor in the Men's Old Gym and one gym floor in the Women's Old Gym. (Both the Old Gyms are scheduled to be torn down--the Women's immediately, the Men's in the near future--so no money may be spent on either building.)

The playing fields used for physical education, intramural, and varsity athletics are one-eighth of a mile away from the gym, and there is only enough space for one baseball diamond, a small play field, and one softball diamond. Five tennis courts are located here and three are located beyond the gym about 300 yards in the opposite direction. The playfields for the college accommodate football practice, soccer practice and games, intramurals for boys and girls, baseball practice, and games in the spring.

Laboratory facilities include one classroom fitted as a demonstration laboratory with models for human anatomy and physiology and one suite of three rooms used as a training room for athletics and for teaching and practice of training methods for physical education majors.

At the present time the training room is used for the rehabilitation of male athletes. A conference room on the top floor of the Physical Education Building has a long table and chairs to provide proper atmosphere for conference-type meetings. Classrooms have the movable type desk chairs that allow for conference-type meetings.

There is a fully equipped audiovisual room and two classrooms have screens on the wall for showing visual aids. There are also a portable screen and projection table so that any room may be used to show visual materials.

Library resources for professional physical education teachers are, for the most part, in the college library.

Supplies such as bats, gloves, watches, pits for jumping, gymnastics equipment, hockey sticks, courts, are all limited. Those that are available are sometimes made unavailable since the college uses the gymnasium for assembly meetings or loans it for community and professional functions.

The demonstration laboratory consists of one lab table, wooden top, sink with water and gas jet (no gas connection). There are charts and models pertaining to the study of anatomy and a few measuring instruments for strength and respiration. There is one drum used for making graphs of any movement appropriate (muscle contractions of a leg muscle of a frog). At present there can be no class experimentation in laboratory form.

Charts for instruction in health, anatomy, physiology, kinesiology, and adapted physical education are available in the classrooms.

There is a complete library of records for modern dance, social dance, and folk dance. Each year more records are added. These are kept by a member of the department and are available on sign-out by the students and instructors. Phonographs are available through the same person and procedure. There are enough records to provide the music for advanced sections in both modern and social dance.

Science

The science departments occupy a new building which appears to be adequate in most respects. Each department is equipped with adequate materials and equipment for its curriculum.

Social Studies

Offices and classrooms used for the social studies curricula were considered to be adequate.

Speech

At present, the Speech Department has the use of one classroom in the Administration Building, one classroom in the Old Science Building, two workshops and storage space for dramatics in the Administration Building. Two staff members share an office in the Old Science Building, and two other staff members have individual offices in the Administration Building. Their offices are adequately equipped with desks, chairs, typewriters, filing cabinets, bookshelves, and tape recorders.

Counselor

The present facilities and equipment for the counselors' program are not only inadequate but are also undesirable from the standpoint of location and general environment. They are not conducive to the professional respect and attitude toward guidance and counseling which the program deserves.

Construction is under way on new facilities which will provide adequate quarters for supervised practice in counseling and testing, including two-way vision observation rooms and private rooms for counseling, reception and reading room where students may examine and study professional books, periodicals and other guidance materials, and storage space for tests, tape recorders and other counseling aids.

Audiovisual

The classroom used by the Department of Audiovisual Education will accommodate approximately 30 students. Two rooms, each approximately 10 x 10 feet, open from the rear of this classroom. One is the office of the assistant director of

Audiovisual Education and the other is used for storage and demonstration of programed materials. A noisy ventilation fan is located in one of the adjacent rooms.

Three well-equipped laboratory work rooms provide work space in all of the areas necessary for the total experience in developing competencies in audiovisual education. Each of these rooms is furnished with the necessary equipment for carrying out the prescribed function of the laboratory, contain the necessary equipment, and running water for the graphic production laboratory and dry mounting, silk screening, and bulletin board laboratory.

In each of these rooms there is an extreme heat problem because of exposed steam pipes beneath the ceiling of each room, which overheat the rooms as the amount of heat provided is uncontrollable.

Adequate office space is provided for the person in charge and his secretary. This is one room approximately 20 x 30 feet, divided by a partition into two office spaces.

Various types of audiovisual materials are stored in the Film Library room. The Film Library is approximately 15 x 20 feet. The materials are circulated from this room through a check-out system. This space is very crowded.

There is also a closed circuit television projection and audio tape duplicating room, located between the Film Library and the director's office. This room is approximately 8 x 20 feet. There is a very well equipped darkroom.

The remaining space in the basement of the Education Building is a converted gymnasium which is used as a large classroom (approximately 200 students), and a men's rest room. A new classroom building now under construction will provide space for the Audiovisual Center. It is anticipated that the space will provide two classrooms, one soundproof studio, several work laboratories, two darkrooms, several viewing cubicles, a repair room, storage rooms for equipment and materials, and four offices.

GRADUATE STANDARDS

STANDARD I--OVER-ALL POLICIES

A. Purposes and Objectives

The objectives and purposes on which the undergraduate programs are projected serve also for the graduate program. The additional primary objective of the graduate program is to add to the competency of teachers and other educational workers and to prepare master teachers, supervisors, and administrators.

The graduate student may complete a thesis program of 45 quarter hours or a program without a thesis of 54 quarter hours leading to the master's degree and a graduate level certificate for elementary teaching; secondary school teaching in business education, English, foreign language, industrial arts, mathematics, science, and social studies; special subject teaching in library science, music, physical education and health, special education, and teaching the deaf; and for school personnel positions of school administrator (superintendent and principal), supervisor, counselor, and audiovisual director. A program for the reading specialist and for the supervisor of student teaching may be completed in conjunction with a program leading to a teaching certificate. Majors along with the minor in junior college education are available in biology, business education, chemistry, English, French, industrial arts, library science, mathematics, music, physical education and health, social studies, and Spanish.

Continuous study and improvement of graduate programs of teacher education is jointly shared by the Graduate Council, the Curriculum Committee, the various academic departments involved in graduate instruction, and the President. Official action on proposals for the graduate programs is the responsibility of the Graduate Council. Actions by the Council are referred to the President for final approval. Since all curricula at Appalachian are designed for teachers and school personnel, representatives of the Department of Education are active in the formulation and

refining of all curricula offered. This representation is essential to coordination of activity carried out by the Curriculum Committee and the Graduate Council.

B. Organization and Administration

The graduate program is administered by the Director of Graduate Studies, who operates under policies formulated by the Graduate Council and approved by the President of the College. The Graduate Council is composed of chairmen of advisory committees who are members of the graduate faculty appointed to advise graduate students. The Council formulates criteria for admission to graduate study. Actual admission to enroll for graduate courses is upon recommendation of the Director of Graduate Studies and the chairman of the committee for advising graduate students in the proposed curriculum. Application for admission to candidacy is approved (after the student has completed one quarter of work) by the Graduate Council upon recommendation of the student's advisory committee.

STANDARD II--STUDENT PERSONNEL PROGRAMS AND SERVICES

A. Admission to Graduate School

Admission to the graduate school denotes admission for one quarter based primarily on graduation from an accredited college and acceptance by the Director of Graduate Studies and the chairman or his designee in the area proposed for a major.

Other published general requirements for admission include:

1. Formal application for admission.
2. An undergraduate background appropriate for graduate study in the proposed field.
3. An undergraduate average of at least "C+", or permission of the Graduate Council to do one quarter of graduate work before applying for admission
4. Two reference ratings.
5. Freedom from serious physical, personality, or speech defects.

This type of admission appears to be a probationary type as it does not admit one to the full graduate program and is limited to admission for one quarter.

B. Admission to Candidacy

Since admission to graduate study does not carry with it admission to candidacy for a degree, a graduate student must be admitted to candidacy after completing one quarter of graduate work at the College. Admission to candidacy is based upon the following:

1. Filing of a formal application
2. Filing of a proposed program of studies approved by the applicant's advisory committee and the Director of Graduate Studies
3. Achievement of a score of at least 30 on the Miller Analogies Test

4. Achievement of a score of at least 525 on the National Teacher Examination Common and 55 on the Optional
5. Attaining an average of at least "B" on the first quarter of graduate study
6. Favorable ratings by professors who taught the applicant during the first quarter.

C. Retention and Time Limits

After admission to candidacy a student must maintain an academic average of "B" or better.

Graduate credit used to apply toward the master's degree must have been earned within six years of the day on which the degree is awarded, except for military service during the period. Non-transferred credit older than six years and less than ten years may be validated by special examination.

A minimum residence of one academic year or its equivalent in summer sessions is required for the master's degree.

D. Student Load

A full-time regular session student load contains a minimum of 12 quarter hours and a maximum of 15 quarter hours. A full-time summer session load contains a minimum of six quarter hours and a maximum of nine quarter hours per term.

Full-time in-service public school personnel may not complete more than nine quarter hours during the regular academic year and may not carry more than three quarter hours at any one time.

E. Master's Degree Programs

Two programs are available for the master's degree. Program One includes a thesis, requires a minimum of 45 quarter hours of credit, may be completed in 36 weeks, and cannot contain any extension or transfer work.

Program Two requires a minimum of 54 quarter hours of credit, may be completed in 42 weeks, may contain up to nine quarter hours of transfer and/or extension credit, and does not require a thesis.

F. Completion of Program

To complete a master's degree program, a candidate must complete the following:

1. Complete his program of studies submitted to the Graduate Council within the prescribed time limits.
2. Have at least a "B" average on all graduate work.
3. Perform successfully on a comprehensive examination in the major field.

G. Records and Recommendation

Duplicate records are maintained for graduate students in the Office of Graduate Studies and in the Registrar's Office. The records in the Office of Graduate Studies are primarily for counseling purposes.

The recommendation for State certification will be signed by the chairman of the major area and the Chairman of the Department of Education and will be transmitted by the Director of Graduate Studies and Registrar.

STANDARD III--FACULTY

Twenty-three of the professional education faculty members are approved for graduate instruction. In addition to the regular faculty, the principal of the high school and the principal of the elementary school are approved for graduate instruction. To be considered eligible for appointment to the graduate faculty, a teacher must qualify in a major portion of the following:

1. Should hold a doctor's degree or have been admitted to candidacy for the doctor's degree.
2. Should have a minimum of three years of successful teaching experience in elementary or secondary schools or two years of successful experience in a senior college, preferably with junior and senior classes.
3. Should have produced some creative work, professional writing, or research.
4. Should have a good scholastic record in both graduate and undergraduate work.
5. Should have active membership in professional and honorary societies.
6. Should have high personal qualifications and the ability to work with others.

Six members of the regular faculty are approved on a temporary basis for a period of one year. In addition, one member of the laboratory school faculty is approved on a temporary basis.

All permanent members of the graduate faculty have specialized preparation in their teaching fields beyond the master's degree and have had successful experience.

At least two professional education faculty members are engaged in each graduate curriculum with the exception of special education, where only one

member is engaged. A certified speech therapist provides special education courses which may be used as electives.

Much of the specific information called for on graduate faculty will be found under undergraduate faculty. The following information also applies to undergraduate and graduate faculty.

The College closely follows the State retirement system. This provides for voluntary retirement at age 60, or between the ages of 60 and 65. At age 65 the employee must retire unless the employer requests that he stay. Thereafter, employment is on a year-to-year basis until age 70.

Tenure is attained after five years of continuous satisfactory service. With few exceptions made by the President, the following requirements and qualifications for rank and promotion are applied.

Instructor

1. Master's degree
2. Three years of experience in teaching below the college level (this is suggested for all teachers, regardless of rank)
3. Recommendation from administrator(s) under whom teachers worked plus expressed interest in and desire for an opportunity to work at the college level.

Assistant Professor

1. Master's degree plus at least one-half year of further study, and preferably one to one and one-half years of additional work
2. Five years of experience with no more than three years of teaching below the college level being counted
3. Evidence of achievement under the criteria of merit.

Associate Professor

1. Master's degree plus at least one and one-half years of further study (doctor's degree preferred)

2. Ten years of experience with no more than five years below the college level being counted
3. Evidence of satisfactory achievement under the criteria of merit.

Professor

1. Earned doctor's degree
2. Fifteen years' experience with no more than five years below the college level being counted
3. Evidence of outstanding achievement under the criteria of merit.

Appalachian State Teachers College, like most colleges of its type, considers its first duty to be teaching. It was apparent that teachers were doing a good job in this capacity. Research and publications seemed to play a minor part in the role of the faculty. It was also apparent that this faculty was doing its best to serve the region in higher education services.

STANDARD IV--CURRICULA

Appalachian State Teachers College prepares personnel at the graduate level for the positions of elementary school teacher; secondary school teacher of business education, English, foreign languages, industrial arts, mathematics, science (biology and chemistry), and social studies; special subject teachers of library science, music, physical education and health, special education, and teacher of the deaf; and for the special service positions of superintendent, principal, supervisor, counselor, audiovisual director, and supervisor of student teaching.

All master's degrees require a minimum of 45 quarter hours with a thesis or 54 quarter hours without a thesis.

A. Elementary School Teacher

GUIDELINE 1: The program should broaden the teacher's understanding of the purpose and role of the elementary school.

Education 490	Social Foundations of Education	3 q.h.
* or		
Education 491	Philosophical Foundations of Education	3 q.h.
Education 471	Elementary School Curriculum	3 q.h.
* or		
Education 506	Curriculum Construction	3 q.h.

GUIDELINE 2: The program should extend the teacher's understanding of the learner and the learning process.

Psychology 528	Psychology of Learning	3 q.h.
* or		
Psychology 500	Psychology of the Child	3 q.h.
Education 456	Measurement and Assessment	3 q.h.
* or		
Education 514	Use and Interpretation of Group Tests	3 q.h.

GUIDELINE 3: The program should assist the teacher in gaining insights and skills in the use of the techniques of research and in designing and carrying out research projects.

*Education 500	Research in Education	3 q.h.
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GUIDELINE 4: The program should extend and deepen the teacher's ability

to work effectively with the content areas of the elementary school curriculum.

*Education 511	Investigations in Reading	3 q.h.
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*Education 513	Teaching and Supervision of the Language Arts in the Elementary School	3 q.h.
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*Library Science 467	Correlating Teaching with the Library	3 q.h.
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Art 453	Art Education	3 q.h.
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Education 490	Social Foundations in Education	3 q.h.
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Industrial Arts 510	Industrial Arts for Elementary School Teachers	3 q.h.
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Mathematics 456	Geometry for Elementary School Teachers	3 q.h.
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Mathematics 457	Mathematics in the Elementary School	3 q.h.
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*Mathematics 459	Foundations of Arithmetic	3 q.h.
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Music 454	Problems in Elementary School Music	3 q.h.
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Music 469	Music Education	3 q.h.
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Music 507	Music in the Curriculum	3 q.h.
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Music 516	Music Activities in the Elementary School	3 q.h.
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Physical Education 451	Planning the Recreational Program	3 q.h.
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Physical Education 502	Curriculum Development in Health and Physical Education	3 q.h.
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Science 450	Science in the Elementary School	3 q.h.
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GUIDELINE 5: The program should provide for concentrated study in

one or more of the instructional areas of the elementary school curriculum.

Electives in academic field(s)

18 q.h.

(At least 9 hours of academic work must be in a single field.)

B. Secondary School Teachers

A minimum of 60 per cent of the course work for all master's degrees for secondary school teachers must be in the subject field and 20 per cent in professional education. Minimum credit for a master's degree leading to certification in two teaching fields includes a minimum of 21 quarter hours in each teaching field and 12 quarter hours in professional education.

GUIDELINE 1: The program should broaden the understanding of the learner and the learning process.

Psychology 528 * or Psychology 501	Psychology of Learning	3 q.h.
	Psychology of Early Adolescence	3 q.h.
Education 456 * or Education 514	Measurement and Assessment	3 q.h.
	Use and Interpretation of Group Tests	3 q.h.

GUIDELINE 2: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Education 500 * or Academic Research 500	Research in Education	3 q.h.
	Bibliography and Research	3 q.h.

GUIDELINE 3: The program should extend the teacher's understanding of the basic educational philosophies and school curriculum patterns.

Education 490 or *Education 491	Social Foundations of Education	3 q.h.
	Philosophical Foundation of Education	3 q.h.
or Education 535	Philosophy of Education	3 q.h.
*Education 506	Curriculum Construction	3 q.h.

GUIDELINE 4: The program should provide for concentrated study in the teacher's subject field or fields.

The following presents the required courses in each area. The major is completed by graduate electives in the area.

Business Education

*Business Education 500	Bibliography and Research	3 q.h.
*Business Education 501	Survey of Business Finance	3 q.h.
*Business Education 505	Current Problems in Bus. Edu.	3 q.h.
Business Education 506	Improvement of Instruction in the Secretarial Subjects	3 q.h.
* or		
Business Education 507	Improvement of Instruction in Basic Business Subjects	3 q.h.
*Business Education 515	Business Management	3 q.h.

English

*English 500	Bibliography and Research	3 q.h.
*English 506	History of the English Language	3 q.h.
*English 512	Literary Criticism	3 q.h.

Foreign Language

French 500	Bibliography and Research	3 q.h.
* or		
Spanish 500	Bibliography and Research	3 q.h.

Industrial Arts

*Industrial Arts 512	Philosophy of Industrial Arts Education	3 q.h.
*Industrial Arts 513	Industrial Arts Curriculum Development	3 q.h.
*Industrial Arts 514	Design and Equipping of Industrial Arts Facilities	3 q.h.
*Industrial Arts 517	Instructional Methods and Techniques for Industrial Arts Laboratories	3 q.h.

*Industrial Arts 520	Skill Development in Major Areas	3 q.h.
	<u>Mathematics</u>	
*Two 500 level courses in geometry		6 q.h.
*Two 500 level courses in algebra		6 q.h.
*Two 500 level courses in analysis		6 q.h.
	<u>Science:</u>	
	Biology	
*Biology 454	Genetics	3 q.h.
*Biology 455	Plant Physiology	3 q.h.
*Biology 500	Bibliography and Research	3 q.h.
*Biology 501	Animal Ecology	3 q.h.
*Biology 503	Bacteriology of Water, Milk, Food and Sewage	3 q.h.
*Biology 505-506	Animal Physiology	6 q.h.
*Biology 514	Plant Anatomy and Morphology	3 q.h.
	Chemistry	
*Chemistry 450	Qualitative Organic Analysis	4 q.h.
*Chemistry 502	Chemical Literature	1 q.h.
*Chemistry 504	Chemical Bond Theories	3 q.h.
*Chemistry 506-507	Organic Reaction Mechanisms	6 q.h.
*Chemistry 509	History of Chemistry	3 q.h.
*Chemistry 510	Chemical Thermodynamics	3 q.h.
Chemistry 513	Optical Methods of Chemical Analysis	4 q.h.
* or Chemistry 514	Electrical Methods of Chemical Analysis	4 q.h.
*Chemistry 526, 527, 528	Seminar	3 q.h.
*Chemistry 550	Thesis	6 q.h.

Social Studies

*History 500	Bibliography and Research	3 q.h.
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C. Special Subject Teachers

Library Science

Education 466 * or Education 475	Instructional Materials	3 q.h.
	Audiovisual Materials and Techniques	3 q.h.
*Library Science 451	Advanced Book Selection	3 q.h.
*Library Science 452	Advanced Book Selection	3 q.h.
*Library Science 453	Literature for Children	3 q.h.
*Library Science 454	Literature for Young People	3 q.h.
*Library Science 500	Use of Materials with Students and Teachers	3 q.h.
*Library Science 501	Library Problems	3 q.h.
*Library Science 503	Reading Interests and Guidance	3 q.h.

Music

*Music 500	Bibliography and Research	3 q.h.
*Music 501	Music of the Baroque and Classical Period	3 q.h.
*Music 502	Music of the Romantic Period	3 q.h.
*Music 503	Music of the Twentieth Century	3 q.h.
*Music 505	Advanced Conducting	3 q.h.
*Music 531	Seminar	3 q.h.
*Education 529	Organization and Administration of School Music	3 q.h.

Physical Education and Health

*Physical Education 500	Bibliography and Research	3 q.h.
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Special Education

A graduate program for teachers in the area of special education is open to students who hold a bachelor's degree and a Class "A" teacher's certificate in another area.

GUIDELINE 1: The program should include an introduction to all areas of Special Education.

*Education 320	Introduction to Exceptional Children
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(No credit at the Graduate level--a prerequisite to graduate course offerings.)

GUIDELINE 2: The program should require a depth in study sufficient to assure reasonable competence in the area of concentration.

*Education 451	The Educable Mentally Retarded	3 q.h.
*Education 452	The Trainable Mentally Retarded	3 q.h.
*Education 454	Curriculum for the Mentally Retarded	3 q.h.
*Education 509	Reading for the Slow Learner	3 q.h.
*Education 519	Education of the Physically Handicapped	3 q.h.
*Education 572	Internship in Special Education	9-15 q.h.
*Psychology 460	Psychology of the Handicapped	3 q.h.
*Industrial Arts 458	Crafts for the Handicapped	3 q.h.
*Physical Education 450	Adapted Physical Education and Recreation	3 q.h.
*Speech 460	Speech Problems of Exceptional Children	3 q.h.

GUIDELINE 3: The program should include work related to the area of concentration.

*Education 456	Measurement and Assessment	3 q.h.
*Education 500	Research in Education	3 q.h.
*Education 506	Curriculum Construction	3 q.h.

GUIDELINE 4: The program should provide sufficient preparation for the later pursuit of graduate study in the area of concentration.

Adequate preparation is given in the above courses.

Special Education: Deaf

A graduate program for teachers of the deaf is open to graduate students who hold a bachelor's degree and a class "A" teacher's certificate. Sixty graduate hours specifically or closely related to the area of the deaf are required.

GUIDELINE 1: The program should include an introduction to all areas of special education.

The following courses are required as prerequisite or corequisite to the graduate program:

Education 320	Introduction to Exceptional Children	3 q.h.
Speech 304	Phonetics	3 q.h.
Speech 305	Introduction to Speech Correction	3 q.h.
or		
Speech 460	Speech Problems of Exceptional Children	3 q.h.

GUIDELINE 2: The program should require a depth in study sufficient to assure reasonable competence in the area of concentration.

*Education 500	Research in Education	3 q.h.
*Speech 460 (or equivalent)	Speech Problems of Exceptional Children	3 q.h.
Psychology 500	Psychology of the Child	3 q.h.
* or		
Psychology 501	Psychology of Early Adolescence	3 q.h.
*Education 506	Curriculum Construction	3 q.h.
*Education 507	Education of the Acoustically Handicapped	3 q.h.

*Education 456	Measurement and Assessment	3 q.h.
*Psychology 460	Psychology of the Handicapped	3 q.h.
*Biology 475	Anatomy and Physiology of the Ear and Voice Mechanism	3 q.h.
*Education 480	Auditory Training for the Acoustically Handicapped	3 q.h.
*Education 481	Teaching Speech Reading to the Deaf	3 q.h.
*Education 482	Teaching Language to the Deaf	3 q.h.
*Education 483	Teaching Speech to the Deaf	3 q.h.
*Education 485	Teaching Elementary School Subjects to the Deaf	3 q.h.
*Speech 450	Speech Pathology	3 q.h.
*Speech 453	Audiometric Testing	3 q.h.
*Psychology 532	Evaluation of Exceptional Children	3 q.h.
*Education 572	Internship in Special Education	15 q.h.
Education 548	Independent Study	3 q.h.
Psychology 450	Psychology of Personality	3 q.h.
Psychology 528	Psychology of Learning	3 q.h.
Education 534	Statistical Methods	3 q.h.

GUIDELINE 3: The program should include work related to the areas of concentration.

Courses listed under Guideline 2 also relate to this area.

GUIDELINE 4: The program should provide sufficient preparation for the later pursuit of graduate study in the area of concentration.

This program is considered adequate as a base for later advanced graduate work.

D. Special Service Personnel

School Administrator

(Superintendent and Principal)

GUIDELINE 1: The program should place some emphasis on the foundation courses in education.

*Education 490	Social Foundations of Education	3 q.h.
Education 491	Philosophical Foundations of Education	3 q.h.
* or Education 535	Philosophy of Education	3 q.h.
*Education 500	Research in Education	3 q.h.

GUIDELINE 2: The program should emphasize the areas of organization and administration.

*Education 501	Public School Administration	3 q.h.
*Education 502	Organization and Administration of the Secondary School	3 q.h.
*Education 504	Organization and Administration of the Elementary School	3 q.h.

GUIDELINE 3: The program should include the areas of curriculum, instruction, and supervision.

*Education 506	Curriculum Construction	3 q.h.
*Education 505	Supervision of Instruction	3 q.h.

GUIDELINE 4: The program should include cognate disciplines which contribute to the administrative competency as needed by the individual.

Courses are selected in conference with the student's adviser for the purpose of gaining a degree of competence in academic areas related to educational administration.

GUIDELINE 5: The program should include internship-administrative field experience.

*Education 540

Internship in
School Administration

9 q.h.

GUIDELINE 6: The program should provide opportunity for electives to meet individual needs.

Elective courses are selected in conference with the student's adviser for the purpose of gaining competence in academic or professional areas related to education administration.

15 q.h.

Supervisor

GUIDELINE 1: The program should provide a thorough understanding of the nature of the learner and the psychology of learning.

*Psychology 528	Psychology of Learning	3 q.h.
Psychology 500	Child Psychology	3 q.h.
* or		
Psychology 501	Psychology of Early Adolescence	3 q.h.
Education 456	Measurement and Assessment	3 q.h.
Education 514	Use and Interpretation of Group Tests	3 q.h.

GUIDELINE 2: The program should provide comprehensive study of the dynamics of human behavior.

Same courses listed under Guideline 1.

GUIDELINE 3: The program should provide an understanding of curriculum development, including the bases for decisions in curriculum changes.

*Education 506	Curriculum Construction	3 q.h.
Education 471	Elementary School Curriculum	3 q.h.
Education 539	The Core Curriculum	3 q.h.

GUIDELINE 4: The program should include a thorough grounding in the techniques of supervision.

*Education 505	Supervision of Instruction	3 q.h.
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*Education 517	School Supervision	3 q.h.
*Library Science 467	Correlating Teaching with the Library	3 q.h.

GUIDELINE 5: The program should provide acquaintance with the various phases of organization and administration involved in the operation of a school.

Education 502	Organization and Administration of the Secondary School	3 q.h.
* or Education 504	Organization and Administration of the Elementary School	3 q.h.
Education 549	School Building Planning	3 q.h.

GUIDELINE 6: The program should provide opportunities for graduate work in related areas, including work in subject of specialization.

At the secondary level, specialization in an academic major, including academic research 33 q.h.

At the elementary level, concentration in academic areas related to the elementary curricula 21 q.h.

GUIDELINE 7: The program should include an emphasis on research and use of appropriate statistics.

Education 500	Research in Education (Elementary)	3 q.h.
* or Academic Research 500	Research in Education (Secondary)	3 q.h.
Education 534	Statistical Methods	3 q.h.

Counselor

The program of instruction in guidance and counseling involves a core program of course work totaling a minimum of 54 quarter hours of graduate study. Some consideration is being given to courses beyond the master's degree to provide more depth and breadth in particular areas relating to the program.

Certain basic courses in the sequence for majors in the area are open to others as service courses, but those professional courses dealing with diagnosis,

counseling techniques, and practicum in counseling are restricted to guidance majors who have been carefully screened and show promise as effective counselors. Such a procedure is essential to a quality counselor preparation program.

GUIDELINE 1: The program should provide a thorough understanding of the individual, including the dynamics of human behavior and group processes.

*Psychology 450	Psychology of Personality	3 q.h.
*Psychology 527	Use and Interpretation of Individual Tests	3 q.h.
Education 526	Group Methods in Guidance	3 q.h.

GUIDELINE 2: The program should provide professional competencies directly related to the practice of school counseling.

*Education 478	Principles of Guidance	3 q.h.
Education 520	Occupational and Educational Information	3 q.h.
*Education 514	Tests and Measurements	3 q.h.
*Education 522	Techniques of Counseling	3 q.h.

GUIDELINE 3: The program should extend the understanding of the basic educational philosophies and school curriculum patterns.

Education 491	Philosophical Foundations of Education	3 q.h.
* or Education 535	Philosophy of Education	3 q.h.

GUIDELINE 4: The program should provide complete information regarding the philosophy, organization, and administrative relationship of guidance services.

*Education 523	Organization and Administrative Guidance Services	3 q.h.
*Education 524	Seminar in Guidance	3 q.h.

GUIDELINE 5: The program should include a study of societal forces and cultural changes in the graduate areas of sociology, anthropology, economics, and international relations.

Sociology 510	Social Structure	3 q.h.
Sociology 501	Sociology of the Family	3 q.h.
Anthropology 505	Culture and Personality	3 q.h.

GUIDELINE 6: The program should include an emphasis on research and statistics.

*Education 500	Research in Education	3 q.h.
Education 534	Statistical Methods	3 q.h.

GUIDELINE 7: The program should provide laboratory and practicum experiences in counseling.

*Education 538	Practicum in Counseling	6-9 q.h.
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Audiovisual Director

GUIDELINE 1: The program should provide professional competencies in the area of educational communications.

*Education 537	Organization and Administration of an Audiovisual Program	3 q.h.
*Education 549	School Building Planning	3 q.h.
*Education 466	Instructional Materials	3 q.h.
*Education 475	Audiovisual Instruction	3 q.h.
*Education 532	Use and Care of Machines and Equipment	3 q.h.
Education 555	Seminar in Problems in Audiovisual Instruction	3 q.h.
Education 556	Practicum in Audiovisual Programs	3 q.h.
Education 528	Production and Care of Audiovisual Materials	3 q.h.
Education 564	Advanced Production of Audiovisual Materials	3 q.h.
Education 536	Programed Instruction	3 q.h.

Education 565 Advanced Programed Instruction 3 q.h.

Education 554 Radio and Television
in Instruction 3 q.h.

GUIDELINE 2: The program should place some emphasis on the foundation courses in education.

*Education 490 Social Foundations
of Education 3 q.h.

Education 491 Philosophical Foundations
of Education 3 q.h.

* or
Education 535 Philosophy of Education 3 q.h.

*Education 500 Research in Education 3 q.h.

GUIDELINE 3: The program should place some emphasis on the areas of organization and administration.

*Education 502 Organization and Administration
of the Secondary School 3 q.h.

*Education 504 Organization and Administration
of the Elementary School 3 q.h.

GUIDELINE 4: The program should include the areas of curriculum, instruction, and supervision.

*Education 506 Curriculum Construction 3 q.h.

*Education 505 Supervision of Instruction 3 q.h.

GUIDELINE 5: The program should provide opportunity for electives to meet individual needs.

The student may elect an academic minor or a sequence of courses in Audiovisual Education.

Supervisor of Student Teaching

A supervisor must qualify for graduate certification as an elementary or secondary school teacher.

*Education 500 Research in Education 3 q.h.
(Elementary Major)

*Education 505	Supervision of Instruction	3 q.h.
*Education 506	Curriculum Construction	3 q.h.
Education 456	Measurement and Assessment	3 q.h.
* or		
Education 514	Use and Interpretation of Group Tests	3 q.h.
*Education 515	Organizing and Planning Student Teaching	3 q.h.
Education 516	Supervision of Student Teaching	3 q.h.
* or		
Education 541	Internship in Supervision of Student Teaching	3 q.h.
*Psychology 528	Psychology of Learning	3 q.h.
Academic Major including academic research (Secondary Major)		36 q.h.
Academic concentration (Elementary Major)		21 q.h.
Electives		0-12 q.h.

STANDARD V--PROFESSIONAL LABORATORY EXPERIENCES

A. Opportunities to Study and Observe Children in Learning Situations

Professional laboratory experiences are provided in Diagnostic and Remedial Reading by bringing children to the Reading Center-Clinic where diagnostic tests are administered, instruction programs are worked out based on the diagnosis, and prognosis is made. This work is done by students under the supervision of the Reading Center staff.

As a part of their regular class work in Teaching Reading in the High School, each college student is assigned to an individual or a small group of high school age students to help in reading.

A cooperative program has been worked out with the Charlotte-Mecklenburg School System in which college students get experience in teaching reading under the supervision of a specialist. This experience serves as a part of an in-service training program and provides remedial and developmental instruction for children.

Graduate students enrolled in special education courses visit schools in adjoining counties (under the supervision of the instructor) to get first-hand experiences with children with certain abnormalities.

Graduate students in other education and psychology courses visit the campus laboratory schools for testing and observational purposes.

B. Opportunities to Study and Observe School Relationships in Actual School-Community Settings

Laboratory experiences in school-community settings are provided at the graduate level by participation in internships, field studies, surveys, and practice in the area of their specialty.

C. Opportunities to Participate in Activities Suitable to Student's Own Area of Specialization

Graduate students in special service areas participate in laboratory experiences appropriate to their area of specialization. These experiences

constitute a phase of the requirements in such courses as:

Education 525	Problems in Public School Administration
Education 538	Practicum in Counseling
Education 540	Internship in School Administration
Education 541	Internship Program for Supervising Teachers
Education 548	Independent Study
Education 551	Field Experience in Teaching Reading
Education 556	Practicum in Audiovisual Programs

Graduate courses added during the current year requiring laboratory experiences are:

Psychology 460	Psychology of Exceptional Children
Psychology 510	Psychology of the Gifted
Psychology 511	Psychology of the Physically Handicapped
Psychology 512	Psychology of the Mentally Retarded
Psychology 527	Use and Interpretation of Individual Tests
Education 514	Curriculum Construction for Exceptional Children
Education 480	Auditory Training for the Acoustically Handicapped
Education 481	Teaching Speech Reading to the Deaf
Education 482	Teaching Language to the Deaf
Education 483	Teaching Speech to the Deaf
Education 485	Teaching Elementary School Subjects to the Deaf
Education 572	Internship in Special Education
Speech 453	Audiometric Testing

STANDARD VI--FACILITIES, EQUIPMENT, AND MATERIALS

Most of the facilities, equipment, and materials are used by both undergraduate and graduate students. The extensive audiovisual equipment and resources are used in the graduate program for the preparation of audiovisual directors and as a service for graduate students, faculty, and graduate courses. The reading clinic is used for a graduate program in reading.

The D. D. Dougherty Library operates on a total budget for undergraduate and graduate programs without any allocation of funds for the graduate program per se. For the past 10 or more years a heavy accent has been placed on the purchase of materials earmarked for the graduate program. Many back files of periodicals have been purchased.

The Charlotte (N.C.) Observer, the New York Times, and many theses from various colleges and universities throughout the nation are being made available on microfilm and microcard. Many books and periodicals unobtainable because they are listed as out-of-print are being added in microfilm or microcard. One microcard reader has been purchased for general use, plus four hand microcard readers for the use of those students wishing to use materials outside the library building.

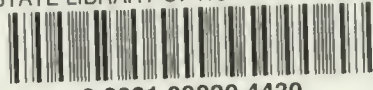
The material in the Curriculum Laboratory is of special interest to graduate students doing research in testing and curriculum study. The comprehensive collection of tests, textbooks, curriculum guides, and related materials offer excellent opportunity for graduate study. The Juvenile Library is used extensively by graduate students in Library Science and the Humanities. Through inter-library loan, resources of the larger colleges and universities throughout the nation are made available. For a graduate program the inter-library loan is the least expensive way to provide students with material which would be rarely used and therefore would not be purchased for the library. The Library subscribes to the

Library of Congress Catalog of Printed Cards and other bibliographies which can be used in checking the availability of materials needed by the graduate program.

The present library building has 24 carrels for use by graduate students, and they are assigned to those students requesting them.

North Carolina State Library
Raleigh

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